CHILD STUDY

A QUARTERLY JOURNAL of PARENT EDUCATION

SUMMER, 1941

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THIRTY CENTS A COPY VOL. XVIII, NO. 4 ONE DOLLAR A YEAR

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CHILD STUDY reentered as second class matter December 6, 1939, at the Post Office at New York, N. Y., under the Act of March 3, 1879. Copyright, 1941, by Child Study Association of America, Inc. Published by the Child Study Association, 221 West 57th Street, New York, N. Y. Quarterly in Fall, Winter, Spring and Summer issues; published in November, February, April and June. Thirty cents a copy, one dollar a year. Add twenty-five cents for all foreign subscriptions.

HEADLINES

The play needs of childhood are real and specific. They are the child's immediate concern, no matter what is happening in the great world outside. This issue of CHILD STUDY surveys these needs and attempts to suggest to parents their rôle in their children's play.

★

The contributors are: Louise Ireland Grimes, co-author with Dr. Florence Powdermaker of "Children in the Family," which received The Parents' Magazine Medal for 1941; Dr. Dorothy W. Baruch, professor of Education at Whittier College, Whittier, California, co-author of a new book, "Personal Problems of Everyday Life," and other books; Clara Lambert, Associate for Teacher Training of the Summer Play Schools Association, and author of several books for children; John R. Tunis, sports writer and author of books of fiction on sports for boys and girls, and Dr. Catherine Stern, research worker in psychology, who is now working with young children at the Windward School in White Plains, N. Y.

Dr. Charlotte Buehler, formerly Associate Professor of Psychology at the University of Vienna, and now at The College of St. Catherine, St. Paul, Minn., has written the Science Contributes article on Play Therapy.

★

SCIENCE AND OUR CHILDREN will be the subject of the Fall Issue, published in November.

The articles will interpret some of the recent findings of scientific research in the fields of medicine, nutrition and psychology and their implications for child care.

CHILDREN PLAYING

CHILDREN must play; the impulse is almost as strong as life itself. It is as if play were a physical law which their young bodies cannot disobey. Nothing has stopped children from playing—not even war and destruction all around them. We see pictures of Bristol shattered by bombs; and in the midst of the crumbled débris we see a circle of little English children playing ring-around-a-rosy.

THE VALUE of play is very clear to us today. We are aware that the young child not only grows and learns through his play but that through it he expresses a great deal of his emotional life.

WHEN THE two-year-old plays, he does so with an easy spontaneity, unhampered by self-consciousness. As children grow older, however, they have the same need to express outwardly their growing fund of information and experiences, but they lack the young child's spontaneity. They cannot just be turned loose with a bit of stick and a piece of string. It is up to the parents and teachers to set the stage with suggestions and guidance, and to provide play materials which will encourage invention, imagination, and individually satisfying creative effort.

THE INESCAPABLE conflicts in the world today force our children to cope with a larger share of tensions and anxieties than ever before. We cannot banish these, but we can help to reduce them by providing satisfactory outlets. We know the enormous importance of play activity for the young—whether it takes the form of sheer fantasy, dramatic play, sports, hobbies, or creative expression. We can be thankful that there is this activity to supply one small but sure means of easing some of the strains for children, of helping them to maintain their emotional health and their sense of stability in a chaotic world.

THE EDITORS

The Young Child's Play at Home

By LOUISE IRELAND GRIMES

DURING the first six years of life, play takes up practically all of a child's waking time which is not spent in dressing and eating, and most mothers soon discover that even in these two processes play is hard to exclude. In the old days play used to be considered a frivolous but inevitable activity of all small children, something which had to be endured, but which fortunately died out as they approached the age of reason.

Now we have come to realize how important are the learning processes involved in the play activities of young children, particularly if these are of the right kind and furthered by suitable materials and surroundings. Let us examine the play interests and efforts which occur spontaneously at different ages, the variety of things learned and achieved through play, and the kinds of surroundings and materials which best further these interests and efforts.

An infant's play starts about the age of four months, as his periods of wakefulness grow longer, and he begins to show a definite awareness of what goes on around him. During the next few months a good deal of his play activities relate only to his own body. He discovers his hands and his feet; he practices turning, rolling over, kicking; then later he learns to pull himself up to the edge of his crib.

Part of his interest is also directed toward physical objects which he reaches for, grasps, and carries straight to his mouth, the most sensitive part of his body at this age. After sucking an object for a while he will drop it, make a great effort to recover it, and having done so will bang it around. Through these first exploratory efforts he practices coordination of hands and eyes, and begins to familiarize himself with the difference in weights, textures and colors. He comes to associate certain objects with special functions or sounds; he learns that balls roll and that bells tinkle.

Still another part of his interest is directed toward the kind of play he has with adults. He sees his mother's face grow larger and larger until he can touch it. "Peek-a-boo," she says. Then she disappears behind his crib. This makes him laugh. His father picks him up and bounces him, and he enjoys the muscular sensations, while his ears grow accustomed to the sounds of words. From this personal kind of play he gains a sense of nearness and farness, of distance and space, of words and tone of voice.

To help his activities a mother may provide her infant at a fairly early age with a firm mattressed crib where he can kick and turn and roll more easily than in a soft, small, fenced-in bassinet. When the baby is about six months old, if a clean sheet is spread on the floor he will thoroughly enjoy wriggling around on it during his play hour. This will help him to develop physical control.

There are only a few store toys which are appropriate for infants under a year. They enjoy rattles, hard rubber animals or rings, composition beads, rubber balls and celluloid animals which will float in the bath. But there are a much greater variety of home-made objects which give a baby pleasure, add to his manipulative skill, and keep him busy during his waking hours so that he need not seek adult attention continually or devote his energies to sucking his thumb or blanket. A spoon, a saucepan, a pyrex bottle, nipples, empty spools, empty powder tins, a bracelet, a shoe horn, stones too big to swallow—all such objects will in turn interest and occupy a baby.

In selecting a baby's first playthings, a mother may profitably ask herself certain questions. Can the toy be scalded? It should be possible to do this in order to insure cleanliness, as it is useless to even try to keep an infant from carrying things to his mouth. Is the object big enough not to be swallowed? Such articles as thimbles, buttons, and safety pins are dangerously small. Does it break easily, or can the paint be sucked off? Articles which break easily are both dangerous and frightening to the baby, and some kinds of paint which can be sucked or chewed off may cause lead poisoning. To simplify life for herself, a wise mother will tie the playthings to the baby's crib or pen, so that she is not forever having to pick up and wash the toys which fall or are thrown outside.

By the ninth month a baby's play becomes more active. He begins to really move about and can no longer be confined to a crib. From the time he begins

to crawl and walk until he has reached his second birthday, his efforts and interests are divided between muscular experimentation in space—which he does by creeping, walking, running, and climbing—and the handling and testing out of every new thing he can lay his hands on.

During this runabout stage, every mother is placed in something of a dilemma. How can she give her child the freedom to develop his walking skill, how can she let him satisfy his curiosity about the myriad and one objects around him, and yet keep him from getting hurt? And how can she prevent his ruining everything in the house and garden?

A great help during this second stage is to arrange one room in the apartment or house in such a way that there are a minimum of hazards for the child. The straight-backed chairs and small tables which are likely to tip over on the baby when he clutches them can be removed, as well as breakable objects such as standing lamps, desk and bureau sets and porcelain vases. It also helps if the floor of such a room is easy to clean. Cork floors, linoleum floors and plain wood floors are best; but if a rug is desired, a straw rug, an old-fashioned hook rug, or an old oriental rug are the most appropriate because they do not show spots and dirt as easily as solid-colored carpeting. Another helpful thing to install is a low sliding gate attached to the doorway of the room so that when a mother is busy in another part of the house, she may keep her eyes on her child whenever possible, and still have him in the confines of his special room where he can enjoy freedom without getting into trouble. A room of this sort should also have some low open shelves for toys and materials, so that the child may easily choose his own occupations, without having to call for adult help.

From his first to his second birthday a child has the urge to investigate every substance, material and object he can manage to lay his hands on. He experiments with new things by shaking, poking, banging, tearing, mixing and throwing. He loves to carry objects around with him. He picks the soap from the wash-bowl and makes a trial run with it to the window-sill. He carries the diapers which are lying on the window sill over to the bed, and arranges them carefully. He will pile stones in a pail, dump them out, and pile them in again. He loves to transfer the contents of one box into another box, and puts any small objects he finds into cracks and holes. He fits small things into big ones endlessly.

Appropriate store toys at this age are metal cups and saucers, pails and shovels, wooden plates of assorted sizes, a keg with different shaped openings into which he can fit different shaped pegs, cars and wooden trains with large wheels which turn easily, and a really large rubber ball. To these store toys can be added an endless variety of home materials which will give pleasure. All kinds of pots and pans, spoons, every kind of box, spools, water, soap, and objects which will float, all these in different combinations keep a child experimenting; they keep his hands, his body and his mind busy doing and discovering and teach him to occupy himself in unsupervised play.

To those fortunate people who have a yard or garden, and those who live in the country, outdoor time is made much easier than for most city people. Nevertheless, a small child can scarcely ever be turned outdoors on his own, for there is usually either a motor road, a pond, or some other source of danger nearby; or else there is a garden which must not be trampled. Here again, a small protected playground can usually be created by fencing off a certain area where the child may play safely and freely. Earth, sand and pebbles to dig in are essentials, for every small child has a craving to handle these elemental substances and will play with them endlessly if given the opportunity. There should also be a couple of low well-planed packing boxes to afford climbing opportunities. In this way a simple but adequate type of outdoor playground can be created which will give the child freedom for his expanding activities, and the mother respite from incessant watchfulness.

BUT WHAT, parents may ask, does a child learn, what makes all these materials, all this freedom, so valuable? They are valuable because they enable the child to achieve physical independence by trial and error through his own efforts, without the setbacks which bad falls or bruises might give him, and without the initiative-robbing experience of an ever-cautioning, ever-prohibiting adult. Besides, he gains the opportunity to experiment widely with materials of different shapes, sizes and textures. Such experimenting forms his basic stock of facts about the physical world around him.

Some time after his second birthday, a new element enters into a child's play. He begins to imitate the actions of the adults around him and to use equipment in the same way and for the same purposes that they do. He begins to ask "Why?" and "What for?" He now begins to impersonate people, animals and machines. He runs down the street chugging—he is being a snow plow; he throws the waste-paper baskets up on the bed—he is the garbage man empty-

ing the garbage into the truck. Besides changing rapidly from one character to another, he transforms the materials of his environment into stage props for his games of pretend. His stick becomes his gun, the packing case in the backyard becomes a boat. This dramatic play is more than imitation of adult doings—it is his personal interpretation of them based on his own observation and colored by his own wishes.

Through all this pretend play a child gradually incorporates within himself the experiences of his surrounding world. He observes and then he imitates—in this way he experiences vicariously a great part of what goes on around him. If he is a city child, he plays he is a bus driver, he builds bridges and elevated trains. If he is a country child, he plays at moving a tractor, builds farms, and takes care of the animals.

Naturally, a child's dramatic play differs greatly with his age. At two and three it is very simple. As he gets older it becomes much more detailed and realistic. Thus a boy of two and a half will play train by sitting on a big block and making *choo-choo* noises. A boy of five will play train by building with his blocks an intricate railway system with stations, bridges and tunnels. He will then make his toy train ply its way over the route carrying the proper loads and making proper stops.

Once adults have realized what dramatic play means in the learning processes of a young child, they are naturally keen to give him the twofold stimulus necessary to this play—the opportunity to observe the simple everyday occurrences of his environment, and the materials through which he can recreate them.

Blocks are the best raw material for dramatic play, both for indoors and outdoors. There should be plenty of indoor blocks of assorted sizes, and they should be kept on open shelves if possible, so that they are easy to pull out and put back. They will form the inspiration for a great many building activities during the years up to six. Although at two a child is likely to only use his blocks to pile in stacks, by four and five he will be using them for elaborate and ever-changing constructions. Sometimes parents whose children go to nursery school feel that it is unnecessary to buy blocks for home use. However, experience shows that even when children have blocks at school, they still enjoy their home blocks; in fact, they usually play with these longer and in more ways than they do with any other of their home toys.

Outdoor blocks should be of the large hollow variety. These are particularly valuable in small gardens or backyards where there is not much material with which the child can occupy himself. Big blocks, with a few boards and one or two packing cases to go with them, serve the double purpose of enabling a child to create the buildings of his imagination, and of giving him valuable exercise in lifting and carrying.

To use in conjunction with his blocks, a child can profit by a fairly inclusive selection of toys ranging from trains, cars and farm animals in miniature, to dolls and the various paraphernalia which go with domestic play. Such toys add great stimulation to the range and content of his dramatic play.

Children between two and six need other materials besides blocks to serve as an outlet for their continual desire to express themselves. They still need earth, sand and water to play with, they benefit from the opportunity to use paints and clay, and they profit from music and dancing. These can be provided easily, and without too great expense, even by the apartment dweller, if some ingenuity is used. To protect the apartment against the ravages of too much creative expression, a very large piece of oilcloth may be purchased and stretched across one corner of the room, providing a fairly safe "studio" for a small painter or modeler. A victrola or even a radio may provide fitting music for marching, clapping rhythms and for early efforts in interpretative dancing; and improvised singing and chanting, if encouraged and participated in by the mother, contributes a great deal toward musical education.

IN THIS survey of a child's play efforts and interests from the time of infancy to the age of six, an effort has been made to outline the needs at different stages, and the ways in which parents can meet these needs by furnishing the right surroundings and materials. Even more important than the latter, however, is the parents' attitude toward the child's play. If mothers and fathers really understand the many learning processes involved in their child's play activities, they are bound to have a more patient, more interested and more understanding point of view about him. And the more they understand, the more they can play with him at his level, see things through his eyes, enter into his games and world of pretend, and gain insight into his motivations.

Unfortunately, it is not always possible to enter into a child's life at the snap of a finger, and reach his level. A busy father who does not have much opportunity to see his child often feels disappointed when he does spend some time with him because,

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As Nursery School Children Play

By DOROTHY W. BARUCH

"WHY do you send your child to nursery school?"

Parents most often answer, "For social development. To play with other children."

But let us watch a group of two-year-olds, even three-year-olds. There isn't much play with other children. At two there is scarcely any sustained social play, merely spasmodic exchanges. At three, there are some longer exchanges, but most of the time the play is still solitary. Even at four and five it is somewhat more solitary than is usually suspected. Dorothy Van Alstyne, for example, reports that seventy per cent of the five-year-olds she studied played alone half the time.[1]

Even so, essential attitudes and feelings are forming and re-forming, at this period of life. It is these attitudes and feelings which establish the very core of what the person will do, or will not do, when he takes his place as a social being in—we hope—a democracy.

Look at a group at play. Bill, aged three, is fighting with Mariana. "My truck," he shouts. "Mine. You get out." And he shoves Mariana to one side, defending from her the toy truck she has attempted to grab from him.

Says Alice, two-and-a-half, to Mike, "You big doo-doo. You go 'way. Miss Murphy be busy. She got to take care of Alice, not doo-doos." Miss Murphy is the teacher of whom Alice is especially fond.

These are not social actions. But then we are not speaking of social actions. We are speaking of attitudes and feelings. Actions change and are outworn as bodies grow and become more skilled in movement. Actions change and are outworn as minds grow and are better able to grasp increasingly complex ideas. But feelings—and the attitudes which are made primarily out of feelings—these often persist for all of a person's days in infantile forms which have been well pushed in when one is young. Feelings, or emotions, are the essentials of social living. And through play many things can happen to emotions.

What is Bill, for instance, doing in terms of emotions, when defending his truck? He is feeling that he can keep the invading enemy off his possessions. He is feeling achievement inside of himself. He has defended that which to him is precious. He feels capable. His behavior might have been more "social" in the mannerly fashion. He might have been more self-abnegating, more self-denying. His teacher might have come up and said, "Give Mariana a turn now, Bill." (There was a time when teachers always did this sort of thing. And not so far back, either.) Then Bill's actions would have been more social in the usual superficial sense. But Bill's feelings? No, indeed. Inside him: Of Mariana, "Girls are pests." Of the teacher, "She's unfair." Of himself, "What good am I?" Assuredly his present feelings of being able to defend himself are more important socially than actions with reverse feelings underneath.

And Alice? She is a baby whose mother has been ill, first in the hospital, then later at home in bed. Alice has had to keep her distance, to stand and throw kisses from across the room. No rugged holding-close kind of loving for Alice. Her mother hadn't been able. Her nurse hadn't been able, either. Something had probably gone wrong in Nurse's life, too. The nurse was one of those starched, stiff creatures. But Miss Murphy was different. You could sit on Miss Murphy's lap. You could whisper to Miss Murphy, and have her hug you and laugh with you. Miss Murphy rubbed your back when you fidgetted during rest. And so, by shoving Mike away from Miss Murphy, Alice was reinforcing a much-needed feeling. It summed up to the inner conviction, "I *can* keep love." Assuredly that, too, is important if one is to live socially. The person who fears that love cannot be his, the person who has never proved to himself that he can keep love, is apt to be cringing and suspicious. He is apt to lack confidence enough in others to be able to enter into staunch personal relationships of mutual trust.

As children play in the nursery school, they often achieve inner feelings that spell satisfactions to their fundamental emotional needs. Through play, they often work out conflicts which, unresolved, could hamper their social living for the remainder of their days.

Alice, for example, is satisfying her needs for affection and adult response, as she receives these from Miss Murphy. During her play she often brings small things and puts them into Miss Murphy's hands. A flat gray pebble with a white diagonal stripe. She discovers it in the sand-box. She jumps up. "For

[1] Dorothy Van Alstyne, *Play Behavior and Choice of Play Materials of Preschool Children.* University of Chicago Press, 1932.

you, Miss Murphy. For in your pocket." (There it will be safe. A symbol of Alice's devotion, to stay with Miss Murphy in concrete form.) And, of course, Miss Murphy gives extra affection in return. Or from Alice, "I be your baby, Miss Murphy," climbing into Miss Murphy's lap.

"Playing you're my baby," Miss Murphy affirms and cuddles Alice close.

Alice begins to whimper. A kind of kitten-y whine. Then a broad smile. More whimpering. Again a smile. And, confidingly, "I play I cry." And in a moment, with louder whimperings, "Baby doesn't like *it*. Baby doesn't like it. . . ."

"What doesn't baby like?"

"She wanta cry, 'cause she doesn't. Just nothing. Just doesn't like it."

Miss Murphy thinks, "Lots of things she hasn't liked in her life. No cuddling. Having to keep quiet all the time. She doesn't know what the 'it' is that she hasn't liked. But I think I do, at least a little."

Through her play, Alice gains some of what she has missed and needs emotionally if her sense of security is to be firmly founded. Other children, similarly, seek satisfactions for their needs.

Linton, four-and-a-half, has two older brothers, one six, one eight. They are the usual older brothers—rough with Linton, and bossy. Linton's parents believe that children must not fight. And that children must mind. "If they don't, you have to make them." (There's naturally much more to the family situation, but this will give an idea.) What does Linton do in his play? During one five-minute observation, this is what happens:

First, Linton climbs to the top of the jungle-gym. From there he shouts, "I'm big. I'm bigger than anybody. Bigger'n Davy. . . ." (The largest boy in the group.) "Bigger'n the teachers." As he comes down he says to himself, "I can come down faster, faster'n Morton. . . ." (The fastest child in the group.) He rushes to the paint easel. Streaks on red paint furiously. "I'm making it redder, redder'n, redder'n redder." He looks at Susie's vermilion-bright polka dots. "I'm making it redder'n your dress. *Lots* redder." Then he goes after the baby rat. "Ratty, ratty," he says to it, putting it down on the ground. "I'll make you walk, Ratty. Go now, Ratty." And he shoves the rat's rear end. "You gotta go when I tell you." The rat no sooner moves than, "Now you gotta stop." Move. Stop. Move. Stop. The rat must obey Linton's commands. Then, to the table where there's clay. "Bash, bang, I'm making it flat. I can make it flatter'n anybody. I can squash it to the flattest thing in the whole world. Flatter'n paper. Flatter'n anything in the whole world."

Here in the nursery school, Linton is expressing a little of the power he has been missing. He feels big, superlative. No one gainsays him. High on the jungle-gym, he is bigger for a time than the adults who have been so overpoweringly bigger; bigger than his bigger brothers. As he climbs down, as he makes red streaks, he again dramatizes his superlativeness. With the rat whom he can actually command, he gets a feeling of being-able-to-manipulate at least something in his world. He is pressing toward a sense of greater adequacy within. In his play he is moving toward the satisfaction of this very fundamental need. To feel capable, to feel power over a part of our world, to feel sufficiently large to cope with life as it comes—this is important for us all.

ANN, almost four, has a mother, father, two grandmothers, a grandfather and an aunt at home. She is the only child there. The whole lot of them are interested in Ann's development. They are wholesome people, loving, not overly fussy. But in the course of the day, each one naturally contributes his share of several "don't's" and several "do's" to Ann.

"Ann went to the store with me yesterday," reports Ann's mother one morning. "And naturally I couldn't let her touch everything. She wanted to, but, of course, I couldn't allow it."

When music-time comes, the teacher, as always, suggests, "You can play anything you like and I'll make music to it." Ann says, "Let's play going to town, to the store."

Even the most unimaginative adult can't fail to see Ann's sense of triumphant achievement as she goes through her dramatization. Importantly, she walks across the floor and up to an imaginary counter. "Pink, please, pink panties." One can see dozens of panties being touched and discarded in the movements of Ann's hands. "Blue, please, blue ribbons. Slippy-slicky. Soft." Yes, Ann is touching things she shouldn't. And in the touching she masters her world, and incidentally gets even with those who would not let her.

In a nursery school where children are free to dare it, they do much of this getting-even kind of experimentation. There is much show of aggression. Perhaps in this area lies the most important thing that happens in their play.

Our children, after all, during their first few years,

have had to bear much from us, the grown-ups, who are their parents. We are the transmitters of social conventions. We must bring to our children the manners and customs of our culture. Generally we err in feeling that we have to do too much all at once. Before our children are two years old we ordinarily have tried to get over to them a myriad of items concerning how they must live. Regularity we have insisted on since they were tiny. We have not been helped to see that in our insistence on keeping those four-hour schedules we often brought pain and suffering into their lives. Some babies, we know now, get hungry more quickly than others. Some suffer more in the process of waiting till the hands of the clock move around. We know now that adapting schedules to fit rhythms is a far better policy than forcing a single, standardized schedule onto all children.[2]

We have tried pretty generally, also, to train our infants too early. We know now that the muscles on which bowel control depends do not develop sufficiently for complete voluntary control until the child is about nine months old; that full voluntary control of urination is similarly facile only around four. And so, because we have pushed these things earlier, we have usually brought to our children a feeling of not-being-quite-able. Furthermore, we have focused on elimination, and then when they showed keen, active interest in it, we have said, "Nasty, nasty," either with our words or by our muscular tensions. We have permitted little of the messing that children crave. Cleanliness has been all important. We have curtailed so many of these activities which to them were pleasurable, like finger-sucking. We have, for safety's sake, curtailed much of their explorations, the touching of innumerable objects which they tried to explore with their fingers.

Nor have we given them sufficiently convincing affection to make all of these frustrations endurable. For, to babies, affection is apparently convincing only when it comes through physical, body-closeness, through fondling and cuddling. And that we have been told not to do. Nor have we brought comfort to them when they cried. Instead we have steeled ourselves to let them "cry it out." As we see now, we have let their first efforts to right their wrongs go unresponded. Sometimes, too, we have increased our children's discomfort by our own unhappinesses and tensions. In short, all our honest efforts to the contrary, we have made life harder and more difficult for them. We might have waited longer for a lot of the training processes we started too early. We might have given a lot more affection and response. But we didn't. We didn't know.

And so our children have come the way of their lives up to two and three and four, having endured too many frustrations and deprivations. The more rugged and wholesome they are, the more they will have resented these. But to the expression of their resentment, again we brought frustration. We scolded. We forbade anger. We made our young ones ashamed of hostility. Yet—stopping now to think—we realize that unless they can somehow get rid of it, this very hostility will make trouble for them continuously as they grow. (All of us carry too much resentment, too much hostility in us.) We know what great harm repressed hostility can do to the personality. Yet it is hard, tremendously hard, for parents to permit their children to freely express their hostility. For the nursery school people it is easier because there is not the same emotional tension as there is between parents and children. Many expressions of aggression can come out as children play in school.

We watch Emily, two years and three months old, as she plays with a doll family representing the members of her own family. She twists the mother doll's arms violently. She bangs the mother on the head. "I spank you. Naughty gal," she says. "And now you go to the toilet. And if you don't go I better make you." Emily hasn't the exact words. But she has the essence. And she is playing out her resentment against her mother.

Milton, aged three, calls his chunk of clay "a man —a big, bad man." He pounds it. "See," he says to the teacher, "I hit the man. I give my daddy a bunk. A big bunk in the eye. Bunk, bunk." He is playing out his resentment against his father, or perhaps against the world, letting his father symbolize everything that is wrong.

The teacher says to Emily, "I know. People do get mad at their mothers sometimes. Everybody does." To Milton: "Yes, all boys feel mean to their daddies sometimes. You can show me more. You can show me how you feel all you want."

It would be much harder for Emily's or Milton's parents to accept their children's hostility so easily. And unless it is accepted without tension, the child withdraws. He feels, more than ever, guilty and anxious. Parents cannot ordinarily manage to take hostility as easily as the less emotionally involved

(*Continued on page 124*)

[2] See Benjamin Spock and Mabel Huschka, *The Psychological Aspects of Pediatric Care.* State Charities Association, New York, 1938.
C. Anderson and Mary M. Aldrich, *Feeding Our Old Fashioned Children.* The MacMillan Company, New York, 1940.
Arnold Gesell and Frances L. Ilg, *Feeding Behavior of Infants: A Pediatric Approach to the Mental Hygiene of Early Life.* J. B. Lippincott Company, Philadelphia, 1937.

Creative Play for School Age Children

By CLARA LAMBERT

THE ever-recurring question, "What shall I do now?" becomes more acute with longer days and more leisure time for the school child. To the mother who has faithfully followed the books and has tried to make her child independent, the question seems to indicate failure of a kind. It is a challenge, however, that the adults must meet, for its significance goes beyond the mere day-to-day desire for satisfying activity on the part of the child. It indicates that in our kind of culture children do not know how to play creatively. Adults must help them.

The basic foundation of any play that is meaningful and dynamic is the experiences which children can re-create in a number of ways. Dramatic play is the heart of play itself, but without adequate experiences from which to draw, dramatic play dwindles in virility and finally becomes attenuated.

What are these experiences which children re-create? The child from six to eight, going to school, playing on the street, is exposed to his neighborhood —to its activity, its daily life. He knows the stores, the garages, the markets, the delivery boys. It is a portion of the work of the world—and the work of the world is something he wants to understand. Anyone watching children at play on the streets of a city is impressed with this need of children for knowing about the work of the world, which is everywhere evident. Children will stand at the curb for long periods of time watching the street being mended, a coal truck being unloaded, a building being painted, or an excavation in the making.

To the adult whose eyes have shut out these pedestrian activities, who accepts them as a matter of course, this type of learning and seeing is unimportant when compared with the tourist type of seeing. Normally the daily doings are relegated to school programs and are neatly packaged in units labeled Transportation, Food, Houses, and so on. Children everywhere will spontaneously play store, house, fireman, or school, dramatizing therein their own day-to-day experiences. But such play requires content to make it grow and have meaning, to make it really intrigue the child so that he will have momentum of his own to carry on his play. This means that we must provide him not only with the experiences but also with good materials to stimulate this type of play. Blocks, small cars, trucks, trains, dolls, "wedgies" (vocational stereotypes in wood), boxes, odds and ends of material—these are the raw materials for dramatic play.

Through this medium, too, the child re-creates his fantasy life and his attempts to understand his relationship to his brothers and sisters, his parents and others in his immediate environment. This is an effort at growth which the parent can help by story-telling and story-making. The radio program or story book cannot take the place of this interplay between parent and child. Even after the child has learned to read by himself, the story hour should be preserved, not only for itself, but for the warm relationship which it fosters and the roads it keeps open to mutual family experiences.

The motion pictures the child sees can be incorporated into active dramatization, for it is apparent to parents that movie stereotypes have become the folklore of modern childhood—Mickey Mouse, Donald Duck, Gene Autry, and so forth. This kind of content can be made to yield more than the mere seeing or day-dreaming about them. It can become a puppet, a play, the making of a theatre, a dressing-up in costume, or even a playwriting experience. We must accept the subject of movie and the radio as legitimate content for the child of school age, but the home can do more with the content of these forms of entertainment than merely deplore them as passive interests. A boy imitating Gene Autry with a ten-gallon hat, a lasso, and a handkerchief around his neck, can also be a number of other characters. He is limited, however, in his background, and often repeats the cowboy play which he has learned through such everyday channels as the movies. The parents can enlarge that horizon by introducing him to the real literature behind the cowboy. The school cannot hope to enrich this kind of dramatic play. It belongs to the home. The ability to make use of experiences depends to a large extent upon the materials at hand. Once the foundation has been laid, that is, the going out to meet and get new experiences, the next steps are easier and more varied.

The eight-to-ten-year-old child has richer experiences than his younger brother or sister because his range of activity is greater, but he still has no greater mode of expression. In fact, he may not dramatize as readily as he did when he was six, for now he is more self-conscious. There are substitutes which do

not take the place of dramatization, but which enhance it. The use of paints, clay, wood, sewing and cooking are among the materials which enrich the child's capacities and means of expression.

It is not enough merely to thrust creative materials at the child in the belief that out of his imagination and great need for doing he will be able to use them. Often this procedure rather discourages the child so that he does not care to experiment at all with the materials with which he is being deluged. Showing a child how to use the paints, or clay or tools is a first step in technic, but not a first step in use. And here again the provision of experiences which need expressing must precede the giving of materials in which to express them. Then if a child has had vivid experiences, and if he is helped to use his materials, he will express himself with them—sometimes well and sometimes badly, but he will use them. When there has been no preparation in experience, content, or technic, these so-called creative materials are a failure.

It is true that not all children use materials easily, and parents believe that this is an inherited disability. They say, "I can't use my hands, and my child can't." There is a great deal of truth in the statement, but not in the logic. The parent who is not hand-minded does not always value the hand-minded type of activity. If the child smears his paints and shows no sign of being "artistic," the parent often loses interest in this activity, and the child feels this. If he merely pat-a-cakes the clay and does not create with it, the same thing happens. The product is important to parents, and if the product does not warrant the mess there is little encouragement for the activity.

A workbench in a bedroom destroys the charm and symmetry of the room, and the noise of hammering and pounding becomes a nuisance; yet the making of toys or boxes or functional objects is a joy to the boy or girl if this kind of play has parental sanction. Here again the attitude of the parent can encourage play or discourage it, as the case may be. One of the best ways to make this type of experience real is to share it with the child. When a parent himself putters around with paints, tools, or clay, the child finds added incentive to explore this field more thoroughly. If the parent is too professional, is concerned only with a perfected product and not with the play, the child may give up and not try to compete at all. Nevertheless, the average parent is not as adept as the child, and therefore makes a good competitor. And if this is a sad makeshift for functional sharing, it is the next best thing. For parents cannot go back to the stage in society when the dressmaker came to sew for the spring season and everyone pitched in to help, or when the summer ushered in the canning season and the garden. Sharing then was both work and play for adults and children. Today the world is well divided into adult and child worlds, but the need to share remains the same. If the parent can share on the child's level, the child will try to grow to meet the adult.

This becomes more apparent as the child grows older. The child over ten enters what one might categorically call the "hobby" age or the age of specialized interest. This, too, depends on the experiences in his environment. A hobby can take a child all over the world and back again. It can be the root of a vocation or of a pleasant avocation. Or it can be merely an enriching or engrossing experience with no visible results. In any case it should be taken seriously. It may last for a week or a month or a lifetime. In this, too, the parent can share and encourage.

If a child is a collector, he begins long before the age of ten to collect stones, bottle tops, cards, pictures, odds and ends of nothing. When he becomes an organized collector he can range from stamps to books to music to antiques. For each interest there is a wealth of material to explore. There are museums, the libraries, the institutions, and, best of all, the other people in the field who have been impelled by the same urge. The parents' initiative can open up the avenues. For example, there are magazines for almost every hobby which contain the newest items of interest—there are places to go and things to see. All these the parent can make possible.

IN RECENT years photography has become an exciting hobby for children of all ages. This, when it goes on into the developing and printing of one's own films, is an engrossing interest which takes up as much spare time and money as a child can afford—sometimes more. Photography may be gratifying in many ways. There are pictures of the family, of outings, of adventures for the record. A whole family can share this interest, brothers and sisters included. Indoor window boxes, outdoor gardens, aquariums, terrariums, tropical fish, pets—all are interests which can take the child outside his home into the wide world and let him bring back what he finds there.

It is obvious that enriched play depends very heavily on the parents or on the family. It is no longer something that can be left to the devices and ingenuity of the child. As has been said, a simpler society naturally inducted its children into its activities through work and play. There was not then, perhaps, the chant,

(*Continued on page 125*)

Sport and Democracy*

By JOHN R. TUNIS

"DEMOCRACY," says President Hutchins, of the University of Chicago, "is not merely a good form of government—it is the best. As such it is worth dying for . . . the reasons why democracy is the best form of government are absurdly simple. It is the only form of government which can combine three characteristics—law, equality and justice." Now these three things happen also to be component parts of sport. That is why athletics is such an excellent proving ground for democracy. To learn these three principles when one is young means that they will stick.

The parallels between sport and democracy occur to everyone who stops to think. In real sport the best man—or the best team—should win. There is no exception. When, because of luck or some mistake, victory goes to the inferior player or the poorer team it is a subject of comment and discussion. May the best man win! That is simply justice in sport. So in a democracy we do not have an hereditary ruler, but one chosen by the electorate. In other words, the best man.

In athletics the rules of the game correspond to the law of a democracy. Often one hears the remark: "Play the game." In essence, this means play to the rules, even though they may work to your disadvantage. The referees, umpires and linesmen are the chief justices, the judges and the magistrates of our sport. They administer the law—which is the rules. They are the arbiters who decide the disputes and settle questions in controversy. Through their decisions youth learns to accept the ruling of constituted authority, to take it and like it.

Last, in democracy as in sport, equality should prevail. It doesn't, always, because democracy, like everything man-made, is imperfect. Sport also suffers from this fact. But equality *should* prevail, both in democracy and in sport. Every citizen *should* have the right to vote. Every citizen *should* have an opportunity to play games. Every citizen has a duty to pay taxes, to share in the work of the government, to serve, when called, on a jury. So in sport every young person has obligations—to play on a scrub team, to accept positions on a team that mean drudgery, work, and little glory. In other words, to do the jury duty of sport.

Run through the various sports played in the United States today and you will perceive many direct analogies between sport and the democratic process. The football huddle, for instance, is in its essentials our old friend the New England Town Meeting reduced to its simplest denominator. In a few seconds suggestions are made, discussed, and decisions taken. The player who calls signals is not always the captain. He corresponds to the Moderator, who is not always the most important or the richest man in town. The player who gives the signal may propose a plan of action. The team, which is the assembly, approves, and the decision is taken. Or, if someone objects and suggests another play, his suggestion may be adopted and the original plan modified.

In baseball one sees a direct analogy with the workings of democratic government in times of crisis. Authority is delegated for the period of the game to one man, the manager. From the bench where he sits he can see the whole field and observe many things the individual player might miss. He accordingly directs the running of the team. Once the game is finished, however, his authority over the actions and movements of the players ceases. But they subordinate their wishes and actions temporarily for the common good. So in times of crisis a democracy delegates authority to one man—to Lincoln in the Civil War, to Wilson in the World War. In the present crisis England has delegated vast powers to Winston Churchill, unafraid that they will be misused. When the crisis is over, as when the game is finished, these powers are repealed and lodged again in the representatives of the people to whom they belong.

Hockey, football, boxing, and all contact sports are training in a man's ability to take it. In a democracy we believe this is important. We do not hesitate to subject our public speakers to heckling. Our legislators disagree with each other, sometimes violently, on matters of public policy. Try and imagine a German storm trooper interrupting a Nazi party leader, or an Italian youth contradicting a Black Shirt orator indulging in eloquence on the glories of Mussolini's African Empire!

The principles of real sport are the principles of democracy. And the principles of democracy are

* From *Democracy and Sport*, by John R. Tunis. A. S. Barnes and Co., New York, May, 1940.

the principles of real sport. Democracy means respect for the other man. So does sport. We respect the good opponent, win, lose or tie, no matter who or what he may be. Democracy means a nation working together for the common good. In athletics this is called team play. It is one of the fundamentals of good sport. No one is any use in most sports unless he can learn to subordinate his own interests to those of the common good, until he has learned team play; and it is not easy to learn either in democracy or sport. Democracy means observing the law of the land which is simply the will of the majority. In sport that is called playing the game. Democracy means a share in responsible government by the people. Sport means a share in playing for everyone.

The totalitarian states teach the concept of fascism to their youth at an early age. Through athletics and sport we in the United States have a far better way of teaching democracy than through words. We have no need to boast or rant about democracy or its triumphs. We can teach democracy to our young not from the platform but on the playing field. Not by talk but by actual performance. In this way the youth of the nation can subconsciously absorb the basic principles of democracy. By taking part themselves in real sport and seeing them in practice. By watching democracy function in those areas in which they themselves live. But they must take part; not watch from the sidelines. And it must be real sport, not the kind of athletic exhibitionism which is far too common in this country today.

In this connection the National Section on Women's Athletics of the American Physical Education Association issued in 1937 a careful statement of the principles of athletics for women. This document known as the Standards Report which the majority of football coaches can never have seen, is a clear definition of what sport should be in a democratic regime. It ought to be studied by all those charged with supervising men's athletics.

"The one purpose of athletics for girls and women is the good of those who play," it begins. Then follows a discussion of the problems of participation, leadership (the necessity for women officials in women's sports is cogently presented), sports programs, opportunities for play, as well as the purpose of athletics in our modern industrial civilization. The difference between athletics for women and much that passes as sport where men are concerned is highlighted by the definition of "The Purpose of Play."

"Physical activity is necessary for young bodies. The joy in natural play activities is of great value to persons of all ages. If all girls and women engaged in active sport could say: 'I play because I enjoy playing,' one of the most valuable results of play would be realized."

Sport without the profit motive, one is tempted to call it. Now if women's athletics exists without benefit of Rose Bowls, there is reason to believe that were the vested interests attacked and controlled, men's athletics would be free of them also. In any event, we have seen some of the permanent values of real sport. I will recapitulate. Individual sports and especially those like fencing, gliding, sailing, skiing, mountain climbing, skating, and boxing develop initiative. They demand responsible judgments made in the heat of action and movement. They call for responses based on these judgments. Qualities so called forth are vital to the citizens of a democratic land. As we know, they are not desired in citizens of a totalitarian country. Dictators want subjects, not free people; they want obedience, not thinking freemen with judgment and initiative.

TEAM sports also, when properly conducted, have a great contribution to make to the processes of democracy. The crying need everywhere today is for leaders. Churchill's hold on England and Roosevelt's strength in the United States has been first of all that they are men of action. They lead. Such a quality, so vital in a present crisis, overcomes the obvious defects of each.

Now team sports, properly conducted (and one should be careful to use this qualifying phrase), develop leadership. That they have not so far in our history contributed more largely to national leadership; to leadership in politics, in social reform, in science and industry, that so few All-Americans are to be found in the civil service and government work is testimony to the fact that sports have been wrongly conducted by older men whose chief thought is victory. Because victory means personal aggrandizement and money in the bank for them.

"Give the Game Back to the Boys," was a real movement in interscholastic football circles in various parts of the country ten years ago. Notwithstanding courageous efforts of athletic authorities in cities like Detroit and Buffalo, this movement was squelched by the sportswriters of the daily press. It soon became their sneer-cry. Yet only by giving sports to the young, to the players to whom it belongs, by entrusting them with the responsibilities of conducting their own games, can we hope to translate democratic principles in sport to the youth of this country.

Team sports have also another valuable contribution to make. The element of loyalty to a cause, the subordination of the prima donna element which is in all of us, the merging of the individual momentarily in the greater common good is one of the basic principles of the democratic way of life.

Sports are also helpful in emphasizing an acceptance of rules and regulations. Here the analogy with democracy is direct enough for even the youngest to see and understand. No one thinks much of the ultimate reason for officials in sport. As everyone takes it for granted that in this country we drive on the right side of the road. We turn our actual governing by the wishes and consent of the people over to certain constituted authorities. Those we name presidents, governors, mayors, and, in the lower scale, constables and policemen. In the same way there are governors and policemen in sport. They are called umpires, referees, and linesmen. In each, notice, authority does not depend on threat or force. It stems from one source alone, the consent of the governed.

An excellent example happened last fall in a football game between Dartmouth and Cornell. After the game had apparently been won by Cornell, 6—3, with a touchdown in the last seconds of play, it was discovered by means of photographs taken during the action that a mistake had been made by the referee. He had allowed Cornell too many downs in the last seconds of play. Their touchdown made at this time was therefore disallowed, the score became 3—0 for Dartmouth, the verdict of the referee was changed, and Cornell lost the game.

It is possible to make too much of a single incident. Yet here was a distinct triumph for the democratic process in our national life. It was plain for everyone to see; especially those most concerned, *viz.*, the young. First of all, this could only have happened in a democracy. Why? Because in every totalitarian state the referee is a party member. He is primarily a good Fascist or a good Nazi. He is a representative with delegated power of the All Highest. In dictatorships, no one questions the All Highest. No one on the field of sport questions his representative, either. We in a democracy are not especially interested in All Highest. Maybe that is one reason why the chiefs of the various sporting associations and all officials like baseball umpires are invariably suspected by the general public. In a democracy we are simply interested in one thing: the best player, the man who wins. Which is another way of saying we are interested in truth. Truth is not something to which dictators as a rule pay much attention. But truth in sport, as elsewhere, is an important thing in our life as a nation.

Real sport is also an antidote to fatalism. A doctor and physiologist of my acquaintance believes that the deep objective of games and sports is really to train one's reflex of purpose. What he means is simply training yourself to work steadily at something you want to do, developing a habit of keeping at it until it gets done. He says that Pavlov, the great Russian physiologist, commented once that the Russians were weak in this reflex. Whenever it looked as if something was not going to come off, they were inclined to give up. This, he said, weakened their reflex of purpose. Pavlov added that the English have a wiser understanding of training one's purpositiveness since they have invented things called games and sports. These games serve to train this reflex of purpose. The rules of the game and the opposition of the other player are devices to put obstacles in your way. The winner must keep everlastingly after his objective and train himself in this intensity and continuity of purpose.

Sir Wilfred Trotter, an English surgeon and philosopher to whom my friend once told this, remarked: "I rather think the only contribution the English will have been found to have made to the valuable things of world culture is this: an interest in struggling for an unpredictable goal. As you go eastward from the British Isles, you run into cultures of gradually increasing susceptibility to fatalism. The Englishman's games have made him infinitely less fatalistic, and as a result of the discipline of sport he will keep struggling when everything his intellect can contribute shows it to be a last cause."

Curiously enough, this quality is called "gameness." The English have it. It saved the men from the beaches at Dunquerque; it won the Battle of London. Few stop to think that the word "sportsmanship," which is part of the democratic way of life, has no equivalent in the French, German, or Italian languages.

Like gameness and sportmanship, there are many other terms that have long been current in our speech, terms which we use daily without realizing their sporting context, or that they are connected with the deepest traditions of our sporting past. Most of them have never been a part of and indeed are antithetical to totalitarian doctrines. What sense does "Fair Play" make to Hitler? To him this is merely weakness. Only in a country where people appreciate the values of democracy is such a term important.

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Parents' Questions and Discussion

ANNA W. M. WOLF, Editor

Should children be made to put their toys away at the end of the day? Whenever I keep at my five-year-old to put his things in their proper place, he manages to get out of it, or whines and cries and gets into such a state that he can't eat his supper. How can I show him that putting each toy in its proper place is the right thing to do and will make for orderliness?

Children learn orderliness slowly by living among orderly people, but for many years—often well into adolescence—they are indifferent and careless and messy. Not training alone, but temperament and individual development play an important part in producing the inner urge to be orderly. The best way, perhaps, is for you and your child to put things away *together*. Young children (from three to eight or ten) can help in the picking up process, but the mother is likely to have to take the responsibility for seeing that it gets done, and perhaps will have to do the lion's share. You are right in thinking that a child should feel some obligation to the job, but the amount of irritation and resistance generated in a five- or six-year-old by being nagged to do the whole job himself, usually isn't worth while.

Putting-away time can be made pleasant if there are races and songs and games to go with it—spirit counts for everything. Don't forget too that neatness in a child's nursery can never be on the same level as neatness in your own kitchen or bedroom. Some messiness must be expected. Nor need everything be put away every night. Block buildings may be worked on for several days running. Railroad tracks may find a corner to stay semi-permanently. An unfinished picture may remain on an easel. It is important that a child's playthings should be where he can get them easily without adult help, and that the fun and sense of "making something" that he gets from them should not be spoiled by adult standards of neatness.

In getting a young child started doing anything, the best rule is don't nag, don't even ask politely but repeatedly; just start doing it yourself and draw him in, till you find that more and more of the responsibility can be turned over to the child.

I can't get my boy of seven to play with the right children—he seems to play either with the troublemakers whom nobody else will tolerate, or with much younger children who play in baby ways. How is he to learn the right way to play if he goes right on playing with these children? I would like your advice as to how to get him to choose "a fellow his own size."

Forbidding children to play with "undesirable" friends rarely works. Either they have no one to play with at all, or they go right on with the friend of their choice behind our backs. First make sure that in your neighborhood there really are the kind of children you feel your child needs, and that he has a chance to meet them. Secondly, are the troublesome boys really undesirable, or just rough, mischievous and daring? Sometimes gently reared children crave something more adventurous than they are used to, and profit by these miscellaneous contacts.

A child, however, who habitually chooses friends among social outcasts or children several years younger is likely to be a child who feels inferior, unhappy, or ill-matched against children of his own age and caliber. The question you must consider is not how to *force* other choices on him but rather what is disturbing him inwardly so that he tends to seek the quick gratification and easy dominance which comes from associating with inferiors.

It is not always easy to discover the root of the difficulty. Your child may be unhappy in his relationship to his parents, or brothers or sisters; he may be troubled about sex matters; he may be timid and shy, so that he dares not risk competition. If so, these are the points at which help should be given—with a happier inner adjustment he is likely to be more at ease socially with his own age-group.

If your own efforts to help him don't get you anywhere, talking the matter over with a child guidance expert may be advisable.

I am distressed to find that wars and battles feature heavily in the play of my nine-year-old and his friends. For years I've refused to have toy guns or soldiers in the house—but that doesn't seem to have helped. War games rage up and down our block these days and even the most approved and construc-

tive type of equipment is frequently turned to the same use. I have always discouraged this sort of play, but how can it be stopped?

There is no evidence to show that a certain amount of war-like play in children really stimulates the war spirit as we see it in adults. One must question, therefore, if it would be wise to eliminate these games entirely, even supposing that we could. Our children are living in a war-torn world. Radio, movies, newspapers, and adult conversation keep them constantly aware of strife, stimulating in turn hostile feelings and fears. To some extent war-like games act as a safety valve—providing a means through which children can digest and work off disturbing ideas and feelings of all kinds. If your child plays happily and does not seem overexcited afterward—and if he enjoys a variety of other activities too—perhaps it would be just as well not to interfere.

It is possible, of course, to have too much of this openly aggressive play even for the stable child. Undoubtedly, if overdone, it can be a stimulus for aggressive feeling as well as an outlet. How all-engrossing is this war interest? Do these boys play other games too? Adults can often help to turn some of these aggressive interests into other channels by providing equipment and leadership for active sports, carpentry, riding, theatricals, and the like. But a certain amount of direct expression of aggression in play is to be expected at this age and even welcomed as normal. Most boys at some age or stage, crave knives, guns, and weapons of all kinds among their possessions. Nor does it make much difference—except perhaps to our adult sensibilities—whether the expression takes the form of cowboys and Indians, cops and robbers, or European War. The times contribute to the form and probably to the intensity of these games; the nature of small boys makes them all but inevitable.

My twelve-year-old son isn't interested in any athletic games, and never enters into them with the other boys. I am disturbed about this because I think such games are good for growing children, and also because he himself seems to feel that he is out of things when the other boys are playing. Is there anything I can do about it?

It is true, as you say, that games are valuable in many ways, not only for the development of physical health and of skills, but also for those more subtle but equally important by-products such as good sportsmanship, cooperation, team loyalty, and so forth. For boys, they constitute a form of social living whose implications extend into many other aspects of life as well.

But it is also true that there are some boys who dislike the rough and tumble of group sports. Sometimes it is because of some real or fancied inferiority in skills, or difficulties in coordination, and this is something which can and should be worked on. If this is the case with your boy, help him to see that not every member of a team can be best or even very good; the ordinary players can have fun, too, just in playing the game. Perhaps by placing him in a group you can enlist the interest of a leader or teacher to help him make the most of what skills he does have, or you may be able to find some older boy or other individual who can tutor him in sports so that both enjoyment and self-confidence begin to develop. You will probably have to work slowly, but it is important for every child, and especially a boy, eventually to feel that he has conquered physical cowardice, that he is no sissy. Continued inability in a boy of twelve to stand physical encounters with others of his age may indicate emotional difficulties centering around all of his aggressive and hostile impulses. In this connection expert advice might be very helpful.

Whatever you do to help your child develop physical skills, be sure also that you give him plenty of chance to express himself and meet other children on the basis of those skills in which he *can* shine. Sometimes carpentry, mechanical projects, photography or other hobbies, or merely a mutual interest in movies or radio can serve to give him something to be shared with his friends, thus building self-esteem. Don't press him so hard to do what he *can't* do that he fails to get any satisfaction from what he *can* do.

Suggestions for Study: Children Playing

GUIDING PRINCIPLES

I. Opportunities for the Youngest Child

Children, from the very beginning, need opportunities for free and unhampered play. Homes should be arranged so that they can explore freely and without too many hazards to safety. Play is further stimulated if parents can acquire the knack of playing *with* children on their own level.

II. What Nursery School May Do

Nursery school is often the only place in which children can find suitable companionship in a world suited to their special needs. In nursery school too children can find

outlets for a freer expression of emotional problems that arise at home.

III. Understanding the Real Work of the Real World

If children's play is to be creative and absorbing, it must draw continuously on real experiences. Children need opportunity to see the commonplace work of the world going on about them, to understand it and wherever possible to participate in it.

IV. Training for Democratic Living

Sports and games furnish young people with invaluable experiences in the democratic way of life. "May the best man win," "play the game," and "fight to the finish," are attitudes which if they truly become a part of each one of us, serve us in times of emergency. It is of the utmost importance, therefore, to see that sport really serves these purposes and that it does not become corrupted and commercialized.

QUESTIONS FOR DISCUSSION

1. A boy of four is frankly jealous of his baby sister now two. Since her birth he has been increasingly difficult to manage, given to tempers, occasional bed wetting, and outbreaks against the baby. Would going to nursery school be likely to help these problems? By what process?

2. A child of six cannot concentrate long on his play. He gets bored or discouraged and often just sits around day-dreaming. In these moods he may become irritable and troublesome. How might his interests be more effectively stimulated? What emotional problems might be preventing him from better concentration on work and play?

3. What do you consider are the true purposes of games and sports? In your children's school and playground, how successfully are these purposes understood and preserved? Give examples.

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III. FAMILY MORALE AND AMERICAN UNITY
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Some Playthings and Games for Young Children

By CATHERINE STERN

IN THE beginning, the world of the young child is very small, but he daily enlarges it by new discoveries. His first play objects are his hands and his toes, and he experiments with them, thrilled by the queer things they seem to do. His interest is soon focussed on the problems of what *he* might do with them. He tries all kinds of actions with his hands, discovers that they are able to grasp, to hold, to release. This is soon tried with all objects within his reach, with mother's or father's fingers, with glasses or buttons. He looks around and discovers objects in his cradle, in the bathtub, in the play-pen, in the room or garden with which he can experiment. The opportunities for discovery and achievement grow as his living space enlarges. He is also eager to discover what things are "able to do"—how they disappear and turn up again, how they move or rest, roll and slip. He is thrilled by experimenting with any object within his reach. His activities become more and more purposeful, his joy at "having achieved something" more outspoken.

When we want to help the young child with materials for his mental development, we have but to follow these clues. The toys we give him should allow for experimenting, discovering, grasping, and achieving. The child learns how to grasp the shape, the qualities, the relations of objects by handling them in his games. The best toys are those which lead him to discover and to correct his errors by himself. This gives him the feeling of mastery. There are some toys of this kind already on the market, and more are being designed especially to serve these requirements. Some of these helpful activities can be carried on with a few simple household materials, easily at hand.

Here are a few suggestions:

1. A simple example is a game where one offers various boxes with "fitting" covers. The child sees what fits and what does not fit. Since the child profits by the opportunity of transferring his knowledge to changed situations, boxes may be replaced by other objects, such as bottles of different sizes which have to be closed with the proper corks, and so forth.

2. Another type of game concentrates on hiding toys of all kinds. A simple one consists of a rather large box, closed by a tightly fitting cover through which a hole has been cut. A small object, for example a ball or a block, or a small rubber animal, may be dropped into the box when the child is looking. Usually the child starts eagerly to try to fish it out. Soon he enjoys seeking by himself for other objects which he lets disappear and afterward angles out. Sometimes the mother may drop several objects into the box at once, and the child may guess and announce what he has seized before bringing it up.

The game becomes still more interesting when the child has not seen what objects the adult has put into the box. Another variation is to have two holes in the cover, a smaller one and a bigger one, and let the child experience the difficulty of getting a bigger object out through the smaller hole.

3. Another kind of game offers tasks similar to the problems which the psychologist Wolfgang Koehler used in his famous experiments with animals. Hollow sticks with different diameters are laid within the child's reach. In experimenting with these small stick-parts the children often discover by genuine insight that they may construct one long stick by fitting them properly into one another. They may then use the long stick to get an object which has rolled out of reach; or they enjoy pushing a little paper roll through the stick, from the smaller end onward.

Of course, it is good to have games, too, where the mother and child may play together. The best ones are those which help to develop cooperative attitudes in the child, and give him a feeling of doing useful work. When the mother is hanging laundry on the line she may ask the child to join her and have him help by handing her one clothespin after the other at the proper moment. This often leads to games with "fitting" the left-over pins on all kinds of box edges—games in which the mother may then cooperate. Similarly, when the father or older brother repairs a broken chair, the young child is delighted to be able to assist. When children are encouraged to share in such household tasks, it is interesting to see how they do not simply wait for what the grown-up may ask them to do, but create opportunities to contribute their help.

Science Contributes

PLAY THERAPY

By CHARLOTTE BUEHLER

THE expressions "play-therapy" and "play-techniques" are at present so frequently used in public that many people have become curious and want to know more about them. This article is meant to give to parents an idea of what the play therapist does and what he hopes to achieve.

In general, play therapy is, as the word implies, a therapy achieved by the means of play. It is used with children who show behavior problems of various sorts. This method is based on the verified experience that children are more apt to express themselves freely in acting than in talking. While grown-up people can talk out their problems, it is easier for children to play out their problems if they can get the right opportunities for the right sort of play.

The kind of opportunities and guidance which the child will receive in his play vary, of course, with different psychiatrists and psychologists. In its short history, play therapy has already had a definite development and is being used in quite a variety of procedures. When it first originated in the psychoanalytical school, play was used more as an accompaniment to the conversation than as the main part of the treatment. Gradually, however, the emphasis of the treatment shifted more and more from what was being said to what was being done. In some types of play therapy, no talk at all is carried on other than that which centers on the play itself.

There are different trends of thought in regard to the most effective factors in this procedure. The more psychoanalytically minded play therapist regards as most important the personal relationship between himself and the young patient and the patient's own definite insight into the nature of his problems. This is achieved through a process in which the patient goes through his past conflicts and emotions and gradually works them out. In this process toys are the more or less incidental tools with which the child works out his emotions and the ideas which go through his mind. Play here serves mainly to reproduce certain events in the child's life with which the child could not cope. The reproduction in play of these events offers the child an opportunity to express his emotions and work out his reactions to these events more fully than was possible when they occurred.

Some play therapists discovered other beneficial effects derived from play which were of a different nature. They found out that dramatic play which could give an opportunity for the outlet of those emotions which the child could neither control nor get rid of could sometimes lead to adjustment in certain types of cases without going through the reproduction of past events, and without establishing insight into the specific nature of the conflicts.

A third type of play therapy is only recently being developed. Ever since the modern nursery-school and kindergarten developed their increasing variety of constructive manual activities, it has become clear to students of child behavior that this manual work with materials has a very definite educating effect on children. They could also see the possibilities for emotional outlets which the manipulation of some materials offer, as well as the satisfaction of achievement and the feeling of success which the constructive handling of other materials bring.

Observational studies which were done on children's play behavior with sand, water, clay, painting materials, bricks, paper, and so on, seemed mainly to indicate that, besides the factor of learning and maturation in the handling of these materials, there are some other very decided effects which the manipulation of play material produces on children. In the first place, the different materials as such elicit very different activities. These activities can be of many varying types—where the material is being formed or deformed, amassed, spilled, spread, moulded, combined, torn apart, brought into shape or destroyed, and so forth. If the therapist succeeds in getting the child busy and absorbed with the materials and activity, he will find that the child can at the same time, work out various emotions and phantasies which trouble and disquiet his mind. In these activities, the child may attain satisfactory outlets through destruction as well as through the satisfaction of achievement and of creative powers, and both these satisfactions prove to be of unique help in adjusting some children.

An example may show the application of these methods: A little girl of ten, Eileen, is on very bad terms with her younger sister, Mary. She quarrels with her all the time they are together. Eileen does

not allow Mary to use any of her playthings; she bosses her about, and is very unfriendly toward her. In testing and observing both children, we find that Mary is brighter than Eileen, more skilful in games, and more popular with people. Eileen really has all the disadvantages and good reason for being jealous.

During a play therapy session, Eileen works out in dramatic play all the things which she resents about Mary and about her home. She believes that her mother prefers Mary because Mary is so much cleverer and so much nicer. She hates Mary for being so clever, so charming, and so popular. She, too, wants to be all these nice things. While acting, Eileen plays her life as it is and as she would like it to be.

This in itself would not help her to improve her skills. So we have, parallel to the dramatic play, another play treatment in which she is allowed to work with various materials. At first Eileen is more conscious of what she cannot do than what she can do, and so she enjoys materials which she can throw about, beat, spill, and destroy. Gradually she gets enough of that, and she looks about for something else to do. She begins to discover constructive possibilities. From coloring wildly with a large brush on large sheets of paper, using any color which comes to hand, she proceeds to develop some designs which interest her.

We proceed to others until we find one in which Eileen finds particular satisfaction and one in which her skill can be readily developed. The feeling of satisfaction in the new things she can do, the attention and understanding she gets while developing her skill, the full expression which she can give to her emotions and problems—all these, together with the contact which she has built up with her therapist, change her life and her feelings about it. She becomes a different person.

Of course, it takes some time to accomplish this. Such changes take place only gradually, the procedure must be careful and cautious, and each individual case must be planned anew. But workers in the field of play therapy believe that these treatments bring a more lasting success than many other things which have been tried out in helping children with behavior problems. Parents are sometimes suspicious and skeptical about these new methods and wonder what influence they may have on the child. They can be reassured that play treatments, if carried out by a competent person, always bring a beneficial effect, even if not a complete cure, because the playing out of problems is certainly one of the most natural methods which can be used with children, whose very life centers in play.

Children's Books

The Out-of-Doors in New Books

Rhymes About the Country. By Marchette G. Chute. Macmillan Company. $1.50.

Every child's impish, humorous wonderings are presented in these lilting poems about everyday life in the country. Entrancing silhouette illustrations that attract older children as well.

Let's Go to the Seashore. By Harriet E. Huntington. Doubleday, Doran. $2.00.

A worthy companion to this author's "Let's Go Outdoors," presenting succinctly all that a young child is eager to know about seashore creatures. Remarkably fine photographs. (4 to 7.)

On the Farm. By Marion Duncan. David McKay Company. $.50.

Life on a Wisconsin farm made vivid by excellent photographs and simple text. (4 to 7.)

Insects and Their Stories. By Harry Hoogstraal. Thomas Y. Crowell Company. $2.00.

A well-organized, interestingly written and beautifully illustrated handbook describing over 50 insects. Extremely useful in a family or camp nature library. (10 and over.)

Out of the Woods. By Irving Crump. Dodd, Mead & Co. $2.00.

A collection of unusual true animal stories for boys, by a man who knows and understands both. (10 to 14.)

A Book of Garden Flowers. By Margaret McKenny. Macmillan Company. $2.00.

Everyone will derive a wealth of pleasure from the beauty of illustrations and poetic text in this volume and its companion, "Book of Wild Flowers." (10 and over.)

A-Hiking We Will Go. By Jack Van Coevering. J. B. Lippincott Company. $2.50.

An attractive book with much interesting information about many nature subjects which should serve to inspire children to go on hikes. (10 and over.)

MRS. LEO M. DAVIDOFF

Conference on Children's Radio Programs

"HOW shall we get better radio programs for children?" was, in effect, the subject of discussion at a two-day conference held under the auspices of the Radio Council on Children's Programs as a part of the Ohio State University's Institute on Radio in Education, at Columbus, Ohio, May 4 to 7.

In an effort to fuse the many points of view and conflicting interests which have made this subject such a troubled one, the council invited participation in a panel discussion of advertising agencies, broadcasters, writers and producers of children's programs, as well as educators and representatives of parents' organizations and women's clubs. Naturally this wide range of representation brought out widely diverse opinions, ranging from a viewing with alarm—"Our children are gravely endangered by their radio listening. We must exercise vigilant control"—to a completely *laissez-faire* attitude—"The children are all right, the programs are all right. Why need we bother about either?" Somewhere between these two extremes was the view that while a certain amount of excitement and vicarious adventure may be legitimate in children's radio entertainment, and even though such programs may have no really damaging effects upon young listeners, nevertheless our children are entitled to both a better quality and a greater quantity of radio programs especially designed for their needs and interests than they have at present.

The most significant discussion centered about the fact that we have, as yet, developed no dependable criteria by which adults may judge either the effects or the acceptability of children's programs. So far we have had little to go on beyond our own adult preferences (often quite unrelated to children's tastes or needs) and our fears and misgivings, sometimes reflecting parents' individual problems of management within the home. Such fears and prejudices multiplied in large numbers may easily mount to a hysteria about children's radio programs which has no really valid basis.

A number of studies are now under way which seek to measure children's listening interests; the results of these are not yet available. But beyond these there is needed a competent research study, set up under educational auspices, which would actually measure and evaluate the effects upon children of their radio listening. Such a study would be accepted by all concerned as a basis of standards for all children's programs; without such a basis, control may be both dangerous and unsound.

This discussion brought up the question of censorship: Is censorship a desirable or necessary means for protecting children from unsuitable programs? Might it not be safer to help our children develop their own discriminations, to learn how to differentiate for themselves by listening to programs of many kinds? If we give them really good programs, will not the poor ones fall by their own weight?

One of the difficulties in the present situation has been the failure of radio to challenge any really creative writing in children's programs. Special restrictive measures and limiting codes for children's programs are not conducive to good writing and do not invite creative writers into this field. The seeming impossibility of finding common ground—programs that will meet both the children's interest and the parents' approval—has been another deterrent.

The question of making children's out-of-school programs "educational" was also discussed. Certainly our times call for the greatest possible use of radio to give children a vital, factual and dramatic concept of what democracy is and of what America means. This must be done not just by infusing historical facts or geographical names and places into the script, but by helping children understand democracy in terms of their own design for living, and of the important rôle they themselves are to play in American life. This does not mean, however, that there is no room for sheer entertainment in children's programs. Programs are also needed which do not attempt to "teach" anything.

Other questions discussed were: The desirability of news broadcasts especially designed for children, child participation in programs, the appeal of quiz programs and children's forums, and the suitability of adult programs for young listeners. In connection with this last question, the difficulties of the time element were considered, especially with reference to younger children's listening hours.

One immediate outcome of the discussion was a small post-conference meeting of a group of persons interested in the writing and producing of children's programs in various parts of the country, who came together in an attempt to work out standards, criteria, and constructive means of cooperating toward the creation of really good programs for children.

JOSETTE FRANK

Book Reviews

The Adolescent Personality. By Peter Blos. D. Appleton-Century Company, Inc., New York, 1941. 517 pp.

This book should be a milestone in education. Whether it, or its viewpoints, attain such a position will be an indication of the extent to which the profession itself finds "maturity desirable, attainable and realistic."

Personality is here conceived of as a composite of reactive tendencies in a constant state of change, emanating from a multiplicity of forces within and without the individual. The reactions of a person are not those of a fixed mechanism to a situation of fixed meaning but a continuous interchange between the individual and his situation. Each phase of this interchange leaves both the reactor and the thing reacted to in a somewhat altered state.

The basis of this research is the case study, comparable in general features to the case approach as used in science, whereby the characteristics of individual instances become the basis of a broader understanding. For this purpose the method is patterned after the clinical study of persons with problems of adjustment, selecting, of course, the techniques that are usable with relatively normal persons.

After the Introduction, the book consists of four essential parts. First of all, two cases are presented in great detail. These are representative of the mass of information gathered from the studies of about six hundred adolescents. These case studies are then followed by a discussion of the dynamics of adolescence. This is derived not only from the two detailed cases but from the whole material, and undoubtedly from the background of the author. The two cases, however, serve their purpose in showing how such material may be used inductively. They show the essential integration of the children studied, how the threads running throughout their early lives are consistent and repeatedly influence their behavior as they come up against new situations.

Dr. Blos calls attention to the rarity with which "new elements enter into the behavior pattern during the time of adolescent development." We see the old threads running through the problems and striving of the adolescent in the new situations caused by the changes in his physiological, family, community, educational and mental-emotional life. The author's exposition of the cultural forces bearing upon the adolescent is a vivid picture of the world of the adolescent.

The goals of adolescents as discussed here might well be kept before all parents and teachers. These consist of emancipation from the family, attainment of sexual maturity and economic independence.

The theory of adolescent development is then carried over to other cases of underprivileged adolescents, but in which the same principles apply. In the fourth part the author has drawn a conclusion for the field of education with specific hints for the teacher. It is well recognized that the type of detailed analysis used in this study cannot be copied in the classroom, even if it were desirable. However, "because the child reacts as a whole person rather than as a mechanical robot, making independent and isolated responses, he must be fitted in his total situation in order to be understood in detail. The departmentalized growth cannot be based upon a mere summation of single acts." This leads to the suggestion that much can be achieved by encouraging children to make their own choices, and by fostering individual approaches of children to the same curriculum. Furthermore, this study shows clearly that since the teacher himself was once an adolescent, he also is very apt to impose his own ambitions and problems on the world about him, including the pupil. For this reason he needs to know his own sensitivities in order that they may not be allowed to distort his objective dealing with children.

Since this study shows the consistency of threads running through the life of the relatively normal individual, the teacher may take very seriously "the child who seems to present markedly different fronts to different people, whose teachers disagree widely in their judgment of his personality." This is a hint that the child is in difficulty and needs more help than can be given within the classroom. On the other hand, discrepant reports might be interpreted as a problem for the school administrator in studying his teachers.

The second and fourth parts of this book, which present the author's interpretation of adolescent personality, could well be repeated in more popular educational literature for those who cannot tackle this more detailed sort of report.

GEORGE S. STEVENSON, M.D.
Medical Director, The National Committee for Mental Hygiene

Parents Can Learn. By Helen Ellwanger Hanford. Henry Holt and Company, New York, 1940. 263 pp. $1.75.

We have heard it said that bringing up children is fifty per cent work and fifty per cent pleasure. Helen Ellwanger Hanford offers a sympathetic understanding of the *work* of being a parent, but this is so liberally spiced with humor that it manages to tip the scales definitely on the side of pleasure. This book, written by the mother of four who has lived intimately with children of all ages, presents a picture of every-day family living that somehow enables parents to relax and smile at how seriously they have been inclined to take some of the aspects of living with children. Not that the common problems discussed by the author are belittled. She paints them in as they really are, with a deft hand, and guided by a sound perspective, so that the parent is released from a too close view and can see the whole picture and its meaning, rather than only the foreground of some immediate situation.

Mrs. Hanford starts with suggestions for being "reasonably ready" for the coming child, not only with "those piles of infant wear in what used to be the guest room bureau," but with a thorough plan which includes the feeding of the father while the mother is at the hospital and the care of her health when she returns home. There are practical suggestions on how parents "with the usual number of wits and with good intentions, not only can learn how to take excellent care of their baby, but can have an immense amount of fun in the process."

She follows through with suggestions for the growing child and the adolescent, discussing such pertinent matters as "Parents as a Firm," attitudes toward the "outside element" in the form of friends and relatives, and getting help from children in the household. On the latter she comments, "All of us know by heart the groan with which the mention of a simple errand upstairs is greeted (and we thought they loved us!)."

We are given food for thought, feeling, and action on the problem of helping children learn to take responsibility through the tales about Hughie and other engaging youngsters who follow their natural impulses. "I love Hughie, except when I am falling down a flight of stairs over the pile of books he has deposited on the next to the top step."

There is a delightful chapter on "Summer Is Acoming In," suggesting a variety of possibilities for the summer months and what they can mean to the family. There is also a discussion of the health of the school child. We are given hints on how seriously to take our children's flights into the arts; and we should not miss what the author has to say on their social relations.

Then there are Mrs. Hanford's unforgettable pictures of the family scene when "you realize that what you have in your family now must be an adolescent." As a glimpse into the crystal ball, we recommend these pictures even for parents of preschool children.

Perhaps the revelation which comes from this book is best expressed in the chapter entitled "Mother Is Always Wrong." It concludes with the hopeful possibility that, although this frequently seems to be the attitude of ourselves and the world at large, if we the parents have played the game with a real understanding of the needs of the child, tempered by a sense of humor, we may some day hear, "I've noticed that nearly always mother is right."

Yes, even parents can learn, and this may be just that easy-to-take book for which some of us have been looking.

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In the Magazines

The Contribution of Development to Morale—In the Beginning. By Benjamin Spock, M.D. Progressive Education, May, 1941.

The first in a series of four articles discussing the care of our children from the cradle onward in ways that will build a strong nation. Dr. Spock offers especially good insight into the effect of early training and feeding on future development.

The Contribution of Development to Morale—Youth. By Goodwin Watson. Progressive Education, May, 1941.

Another article in this series containing a clear picture of the ways in which American youth has been deprived of many of the essentials of a satisfying and useful life. It also outlines a practical program which could, with national government and local community cooperation, offer to our young people the conditions of health, vocational education, employment and recreation which they need if they are to become a strong and competent force for democracy in the future of our country.

Mental Hygiene in Pregnancy, Delivery, and the Puerperium. By Margaret E. Fries, M.D. Mental Hygiene, April, 1941.

An extremely interesting study of the effect of maternal health and attitudes on the personality and development of the baby. Case histories are cited showing the specific effects of fears and rejections on mothers and children. Dr. Fries points out the way in which the physical and emotional disturbances which often accompany childbirth can be alleviated by psychotherapy.

Growing Up Emotionally. By Caroline B. Zachry, Ph.D. Parents' Magazine, May, 1941.

A discussion of the ways in which children learn to face difficult situations, outgrow dependence on parents, and fall in love. Dr. Zachry indicates what parents can expect and hope for at different age levels, and stresses the importance of encouraging children to fit in with other members of "the gang," even though it may mean compromising with some of the family standards.

MACMILLAN

FEEDING OUR OLD FASHIONED CHILDREN
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An important and unusual contribution to the understanding of youth conditions in New York City. Nearly ten thousand of the city's million youths between the ages of 16 and 24, representing every race, color, creed, and nationality, were interviewed on such questions as their family background, education, recreation, employment, and social life; and the results are analyzed and discussed with special reference to employment.

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Books for Parents and Teachers

1940-1941 SUPPLEMENT

Selected by the Bibliography Committee of the Child Study Association

Adolescent Personality, The.....$3.00
by Peter Blos (prepared for the Commission on Secondary School Curriculum of the Progressive Education Association)
D. Appleton-Century Company, 1941. 558 pp.

Four cases selected from hundreds studied by the Committee on Adolescents are analyzed in detail to show how adolescent personality develops and how it may be studied. Rewarding for the serious student.

American Youth—An Enforced Reconnaissance....$2.50
edited by Thatcher Winslow and Frank P. Davidson
Harvard University Press, 1940. 216 pp.

Ten experts contribute thoughtful essays on various aspects of the youth problem with special reference to the world crisis and our search for new loyalties.

Arts in the Classroom, The.....$1.75
by Natalie Robinson Cole
John Day Company, 1940. 137 pp.

An enthusiastic account of experiments with painting, modelling, block printing, rhythms and creative writing in a Los Angeles public school classroom. Practical details are combined with genuine insight into children's needs and the essentials of good teaching.

Borrowed Children.....$.75
by Mrs. St. Loe Strachey
The Commonwealth Fund, 1940. 149 pp.

A poignant and timely account of the large scale evacuation of English children from their homes in city areas during the first days of September 1939. Especially valuable for its picture of the emotional reactions of individual children and the enlightened way in which these mental hygiene problems were met.

Children in the Family.....$2.00
by Florence Powdermaker, M.D. and Louise Ireland Grimes Farrar and Rinehart, 1940. 410 pp.

The day-to-day problems of living with children discussed in simple concrete terms and with real understanding of the emotions of parents and children. Shares the Parents' Magazine Award for 1940.

Choosing a College.....$2.50
by John Robert Tunis
Harcourt, Brace and Company, Inc., 1939. 249 pp.

Raises many of the questions which must be answered in selecting a college and offers some practical hints. Contains a useful list of 400 colleges and universities with data on size, tuition and living costs.

Community and Its Young People, The
by M. M. Chambers (prepared for the American Youth Commission)
American Council on Education, 1940. 34 pp. (pamphlet)

A call for constructive community action in meeting the problems of youth, making concrete suggestions to local groups.

Consider the Children—How They Grow.....$1.75
by Elizabeth M. Manwell and Sophia Fahs
Beacon Press, 1940. 261 pp.

The religious education of young children discussed by authors who have brought to it the best contributions of the modern nursery school and a genuine understanding of the child's emotional development.

Crafts for Fun.....$3.00
by Evadna Kraus Perry William Morrow, 1940. 278 pp.

Stresses the release value of the crafts and provides clear, concise directions for the layman working at home. A high standard of art and craftsmanship characterizes the illustrative material.

Criminal Youth and the Borstal System.....$1.50
by William Healy, M.D., and Benedict S. Alpern
The Commonwealth Fund, 1941. 251 pp.

An important British experiment in the retraining of youthful offenders is evaluated for its contribution toward developing more effective methods of dealing with young delinquents in this country. Includes a discussion of the model Youth Corrective Authority Act proposed by the American Law Institute.

Delinquency Control.....$3.50
by Lowell Juillard Carr
Harper and Brothers, 1941. 447 pp.

A survey of delinquency as a community problem with descriptions of some current attempts at solution through community organization.

Education for Family Life.....$2.00
by Commission on Education for Family Life
American Association of School Administrators, Washington, D. C., 1941. 253 pp.

The nineteenth year-book of the American Association of School Administrators urging that education for family life be included as an integral part of the school program and offering concrete proposals.

Education for Social Understanding.....$1.25
by Gaynell Hawkins
American Association for Adult Education, 1940. 207 pp.

A study of the educational possibilities inherent in social work and the social concepts that permeate it.

Equal Educational Opportunity for Youth—A National Responsibility.....$2.00
by Newton Edwards
American Council on Education, Washington, D. C., 1939. 181 pp.

Reveals the startling discrepancy between child population and the funds available for education in various sections of the U. S. A. and notes the implications for the country as a whole in view of population migration and occupational trends.

Everyone's Children, Nobody's Child.....$2.75
by Justine Wise Polier
Charles Scribner's Sons, 1941. 308 pp.

Describes the work of the New York City Children's Court and points out the serious limitations

of the private agency system in dealing with the dependent and neglected children under its jurisdiction.

Family Living and Our Schools—Suggestions for Instructional Programs.....$2.50
by the Joint Committee on Curriculum Aspects of Education for Home and Family Living.
D. Appleton-Century Company, 1941. 465 pp.

Suggests that education in home and family living is an important part of the school's task; describes how schools and colleges are meeting these responsibilities today and offers concrete suggestions.

Feeding Our Old Fashioned Children.....$1.75
by C. Anderson Aldrich, M.D., and Mary M. Aldrich
Macmillan Company, 1941. 112 pp.

Further advice on feeding and the special problems which arise in this area offered in terms of the excellent philosophy of child care which characterizes the authors' "Babies Are Human Beings." Suggests that "the key to maintaining appetites in children lies in our sympathetic understanding of the child himself and how he responds to food."

Feeding the Family (fourth edition).....$5.00
by Mary Swartz Rose
Macmillan Company, 1940. 318 pp.

The latest edition of a standard work on nutrition which applies the newest knowledge of vitamins and endocrines to daily diet. Includes practical suggestions for increasing or reducing weight and for maintaining a high standard of health and efficiency.

Good Health and Bad Medicine.....$3.00
by Harold Aaron, M.D.
Robert M. McBride and Company, 1940. 317 pp.

A Consumers' Union publication which attempts to counteract some of the popular misinformation about medical matters and to distinguish between safe and unsafe home remedies, patent medicines, and appliances.

Group Education for a Democracy.....$2.00
by William H. Kilpatrick
Association Press, 1940. 219 pp.

Portrays education as a way of living. Offers inspiration to those who have followed Dr. Kilpatrick these many years, as well as to those who are just making his acquaintance.

Home of Your Own and How to Run It, A.....$2.49
by Henrietta Ripperger
Simon and Schuster, 1940. 443 pp.

A refreshingly written book which offers a wide variety of practical suggestions in the art of homemaking.

How to Raise a Healthy Baby.....$1.95
by L. J. Halpern, M.D.
Prentice-Hall, Inc., 1940. 388 pp.

Practical advice on the care of infants and young children presented in simple question and answer form. Shows greater awareness of emotional aspects than many books on this level, but is not very satisfactory in its discussion of discipline.

Look at the "Y".....$1.50
by James Lee Ellenwood
Association Press, 1940. 155 pp.

Readable description of the work of the "Y" and of how it has functioned and is functioning to help young men "when they need a friend."

Matching Youth and Jobs—A Study of Occupational Adjustment.....$2.00
by Howard M. Bell (prepared for the American Youth Commission)
American Council on Education, 1940. 277 pp.

Explains in simple practical terms just what an occupational adjustment program is and how it may function through existent community agencies, especially the school systems.

Of Men and Women.....$1.75
by Pearl S. Buck John Day Company, 1941. 203 pp.

A provocative, controversial discussion of the position of women in our American culture by an author who has seen intimately the family relationships of many lands.

Our Free Minds.....$2.00
by Harry O. Overstreet W. W. Norton, 1941. 250 pp.

A timely diagnosis of individual psychological limitations which hamper American democracy. Stresses the need for accurate thinking and expression and the desirability of more general participation in group sport, welfare activities and recreation.

Parents Can Learn.....$1.75
by Helen Ellwanger Hanford
Henry Holt and Company, 1940. 263 pp.

A mature woman discusses with humor and insight the whole cycle of motherhood—from the birth of the first baby through the business of being a mother-in-law. Unusually readable.

Personal Problems of Everyday Life—Practical Aspects of Mental Hygiene.....$2.75
by Lee Edward Travis and Dorothy Walter Baruch
D. Appleton-Century Company, 1941. 392 pp.

A dramatic and eminently readable discussion of human behavior based on a deep understanding of the emotional life. Helpful for its insight into our adult problems and as a key to the wise guidance of the child's emotional growth.

Personal-Social Development of Boys and Girls with Implications for Secondary Education.....$1.50
by Lois Hayden Meek, Chairman, and others. Committee on Workshops.
Progressive Education Association, 1940. 243 pp.

Program and practice in the secondary school examined in the light of the personal-social needs of adolescents. Up-to-date material which pools the practical experience of many educators now experimenting with these problems.

Preface to Eugenics.....$2.75
by Frederick Osborn
Harper and Brothers, 1940. 312 pp.

An up-to-date presentation of the theory of eugenics for the general public, pointing out its significance in terms of national ideals and policies.

Psychiatry for the Curious.....$1.50
by George H. Preston, M.D.
Farrar and Rinehart, 1940. 148 pp.

A graphic and amusingly written popularization of psychiatric thinking about normal and abnormal behavior. Brief, readable, and sound.

Sex Responsiveness, Mating, and Reproduction....$1.35
by Anita D. Laton and Edna Bailey
Teachers College, Bureau of Publications, 1940. 118 pp.

Practical suggestions and new insights for those who are concerned with the broader aspects of sex education in our schools. A very helpful and readable book despite its unfortunate title.

Social Studies in General Education, The.....$2.75
For the Commission on Secondary School Curriculum, Progressive Education Association.
D. Appleton-Century Company, 1940. **401 pp.**

Approaches the teaching of the social sciences in terms of the personal needs of adolescents and the demands of a democratic society. Deeply thoughtful and well executed.

Teacher in the Modern Elementary School, The....$2.40
by Robert Hill Lane
Houghton Mifflin Company, 1941. **397 pp.**

Outlines a charter for education which emphasizes growth and social adjustment as major objectives and offers concrete proposals for organizing the work of elementary schools to this end. Rich in detailed illustrative material.

Teaching Reading to Slow-Learning Children.....$1.50
by Samuel A. Kirk
Houghton Mifflin Company, 1940. **236 pp.**

Describes a variety of techniques for teaching reading. Keyed especially to work with the slow-learning group but should be helpful to all who teach reading.

Through Children's Eyes.....$2.75
by Blanche C. Weill
Island Workshop Press, 1940. **385 pp.**

Simple, readable, commonsense handling of children's problems, with real sympathy for the child's point of view. Parents who need to look below the surface of their children's behavior will find help here.

Wolf Child and Human Child.....$2.00
by Arnold Gesell, M.D.
Harper and Brothers, 1940. **107 pp.**

New light is thrown upon the age-old problem of nature vs. nurture in the absorbing account of the reeducation of a female child who was reared by wolves in infancy.

Wonder of Life, The.....$1.75
by Milton I. Levine, M.D., and Jean H. Seligmann
Simon and Schuster, 1940. **114 pp.**

Sex information for the middle school child presented simply and without sentimentality by authors experienced in dealing with children. Excellent in this field.

Young Food (Recipes and Menus for Children).....$2.00
by Helen Train Hilles
Duell, Sloan and Pearce, 1940. **253 pp.**

Helpful approach to meal planning for young children—how to make usual foods appear new and how to help the reluctant eater to enjoy meal-times.

Youth, Family and Education.....$1.75
by Joseph K. Folsom (prepared for the American Youth Commission)
American Council on Education, Washington, D. C., 1941. **299 pp.**

A comprehensive survey of the influence and responsibility of all community agencies in furthering education for more adequate family life. The needs of various age levels are considered.

Youth of New York City, The.....$3.50
by Pauline McGill and Ellen N. Mathews
Macmillan Company, 1940. **420 pp.**

An intensive survey of a representative cross-section of the youth of New York City supplying data on occupational status, leisure activities, education, socio-economic backgrounds, etc. Valuable for all who work with young people.

FICTION AND BIOGRAPHY

Books in this group are recommended for their special insight into some phase of family relationships or the emotional life of children:

Ake and His World
by Bertil Malinberg — Farrar and Rinehart, 1940

Born That Way
by Earl R. Carlson, M.D. — John Day Company, 1941

Heart of a Child
by Phyllis Bottome — G. P. Putnam's Sons, 1940

In This Our Life
by Ellen Glasgow — Harcourt, Brace and Company, 1941

Junior Miss
by Sally Benson — Random House, 1941

My Sister and I
by Dirk Van der Heide — Harcourt, Brace and Company, 1941

Winter Term
by John Harriman — Howell, Soskin and Company, 1940

SPORT AND DEMOCRACY

(*Continued from page 109*)

We are not today an Anglo-Saxon nation, but rather a mixture of every race on the earth. Nevertheless we have taken two basic concepts of our daily life from England. One is our system of law and justice. The other is our sporting heritage. "Hold On" has a meaning to every young American. "May the Best Man Win" rings a bell for every boy in the United States. "Play the Game" is not just verbiage to our boys and girls. "Put Up or Shut Up" is the democratic way of asking a man to back up his beliefs. These verbal symbols all register to dwellers in democracies, be they as distant as Australia or Finland. They are united with us not only in a common feeling for freedom, but also in their beliefs in certain fundamental athletic values. When we hear the phrase "England Can Take It" something in our sporting past rises at all its implications.

Today, when we need to strengthen the core and fiber of our democracy, we should pay more attention than ever to sport. We need to give everyone an equal chance to play; rich, poor, black, white, Jew, Gentile, Chinaman, those who are quick and perceptive as well as those who in sports are slow and inept. We must not decrease the sporting opportunities for the many. We should in every possible way subordinate to the good of the mass, the wishes of the publicized title-holders who draw headlines in the press and stare at us from the newsreels. Fair play. Respect for others. Deference to constituted authority. These are part of the warp and woof of democratic life, as they are the essence of true sport. *Never before in the history of the United States have we so needed the spirit of democracy in our sport and the spirit of sport in our democracy.*

AS NURSERY SCHOOL CHILDREN PLAY

(*Continued from page 104*)

teacher. They cannot accord the child the same degree of emotional immunity as can the teacher in helping the child to feel safe in the process of letting out his aggression.

Because parents are so emotionally involved with their own children, the child's expression of aggression may prove very disturbing. It may threaten the parent's own security, challenging his adequacy as a parent. It can pierce through the layers that the parent has interposed between his consciousness and his own hostile aggression. Of course, the more secure and adequate a parent feels in the whole context of his living, the more will he be able to face his own aggressions and his child's.

Sometimes when the nursery school teacher is trained to work with parents as well as with children, she can be of help in these situations. The parent may begin by expressing anxieties concerning his child. This is often but a short step to bringing out anxieties concerning himself. Then as anxieties are let out, and as the person still remains acceptable and accepted, stresses and conflicts are lessened. The parent then is able to feel more secure and more adequate. He, or she, is able to face feelings that earlier might have seemed intolerable. But even the best adjusted parents find it harder to bear the child's hostility than do outsiders. It is far simpler to accept the same sort of expression from someone else's child. Because this is true, we cannot hope to provide the same sort of play opportunities in the home that we can provide in a good nursery school. Some outlets we can provide, of course, but not as many, nor as adequate.

Because of the very nature of the nursery school set-up, as children play here they can find numerous outlets. And, of course, there are many other things provided. Because of the richness of materials in the environment, the child has many opportunities for intellectual growth which we have not spoken of here. He has chances to reason out solutions—how to get blocks to balance, one row on top of another; how to make himself tall enough to look over the side of the gold fish bowl rather than through it; how to get Danny, who is interested in swinging, to come and help haul the wagon. . . . In the nursery school, too, as children play, bodies develop. We have not had time to speak of this—how the slant of a walking-board, one end resting against the ground, the other end raised on a wooden box, pulls the chords in the back of legs into use as the children walk up; how, lying on the ground and kicking like bugs while the music sings, strengthens the abdominal muscles; balance boards, and climbing apparatus, large blocks to lift and pull—these and many other pieces of equipment develop muscular coordination.

But more important by far is the other matter about which we have spoken. As children play in the nursery school they have many opportunities for gaining emotional satisfactions and for working out emotional conflicts. Here a child finds both materials and human beings who can help him toward the achievement of a more emotionally free and balanced sort of living. As he moves on, then—as he goes from here into further years of his life—his actions will change. His ideas will change. But the feelings and attitudes he has built and rebuilt during his first few years—these will stay with him. If he has played freely and in a released fashion, these same feelings and attitudes will have formed themselves into a healthier emotional core than they would have otherwise.

When we are asked later, "Why did you send your child to nursery school?" we will answer with assurance. We will say, "For social development, in the deepest, innermost, and most substantial sense."

PLAY AT HOME

(*Continued from page 101*)

after the first few minutes of greeting, the child will go back to the game he was playing and pay no further attention to him. To avoid this mutual feeling of strangeness, it is a very good idea for a father to establish a certain ritual with his young child. By discovering something they both like to do, and by doing it regularly every time they are together, father and child are likely to enjoy each other's company much more. If a father can only have a brief daily visit with his child, it is better not to try to keep the visit on too serious or verbal a plane, but to have a good rousing romp or game of hide-and-go-seek. Depending on tastes and the length of time available, it often gives great satisfaction to both father and child if they can have a program of building together, perhaps in the form of carpentry or of block construction. In other cases a nightly reading or singing time may prove very pleasing.

Probably the fundamental secret of mutual enjoyment of parents and children lies in a capacity on the part of the former to re-explore and re-examine the world with their children in a gay and light-hearted fashion, and to refuse to set themselves up as oracles of knowledge and virtue.

CREATIVE PLAY FOR SCHOOL AGE CHILDREN

(*Continued from page 106*)

"What shall I do now?" We will have to realize that the modern home does not provide for this need—unless one considers the passive pleasures of the movie and radio sufficient—and the parent must give both effort and attention not to *directing* play but to making it possible.

How? By taking children on trips, by understanding their need to experiment with materials, by enriching their content, by sharing their interests.

SUGGESTED PLAY MATERIALS

For Six to Eight

Blocks
Toys: cars, animals, dolls, furniture, trains
Crayons
Skates
Bicycles
Scooters
Books
Costumes

For Eight to Ten

Workbench and tools
Paints
Clay
Chemistry sets
Construction sets
Puppets
Games
Books

For Ten and Over

Camera
Puppets
Games
Collections
Special interest books
Hobby magazines

Places to Go with Children

Waterfront: Rivers, harbor, barge canal

Transportation Terminals: Airports, railroad yards (especially a roundhouse or repair yard) and car-barns

Bridges and Tunnels

Construction: Excavations, steel work, any buildings, roads or sewerlines under construction

Shopping Places: Bakeries, candy or ice-cream factories, canneries, large markets

Hobby Shows: Exhibits of dolls, clocks, costumes, patented machines, coins, stamps, etc., to fit in with the child's interest of the moment. (Watch newspapers and magazines for announcements.)

News and Notes

Nursery Education Conference

"Life, Liberty and Happiness for Children Now" is the general theme of the National Association for Nursery Education's biennial conference, October 23 through 27, 1941, at the Book-Cadillac Hotel, Detroit.

The Conference will feature small groups which will meet several times for practical personal consideration of specific problems. Some of the groups will offer purely informational service to members on such down-to-earth subjects as low-cost meals, and private school financing. Some will meet as workshop groups, pooling experience, material and thinking for the solution of some specific problem. Both types of groups will be organized around the use of the community resources of Detroit and surrounding territory. Trips into the field to see actual situations and to talk with specialists will end with follow-up discussions of the most challenging features.

Detailed information may be obtained by writing to the National Association for Nursery Education, 6755 Ridgeland Avenue, Chicago, Ill.

Girl Scouts' Encampment

The second Western Hemisphere Encampment sponsored by the Girl Scouts will be held at Camp Bonnie Brae, East Otis, Mass., from August 11 to 25. As last year, girls will come from the Argentine, Barbados, Bermuda, Brazil, British Guiana, Canada, Cuba, Curacao, Guatemala, Jamaica, Mexico, Newfoundland, Puerto Rico, Trinidad, and the Virgin Islands to camp with American girls and discuss the problems of the day. The visiting Girl Scouts will bring samples of their native arts and crafts, and will be prepared to teach some of their native songs and dances. Girl Scouts of this country will make similar contributions in exchange. It is believed that this encampment is one of the most effective means at the command of the Girl Scouts for the furtherance of inter-American solidarity among young people.

Vassar Institute of Euthenics

The sixteenth annual session of the Vassar Institute of Euthenics will be held at Vassar College, Poughkeepsie, New York, from June 19 to July 31, 1941.

The Institute of Euthenics is planned for homemakers, teachers and other professional men and wo-

men interested in family living. Among the courses offered are Child Development, Family Relationships and Guidance, Education and Mental Hygiene, Consumer Economics, Marketing, Budgeting and Household Technology, Science for Teachers and Parents, and Applied Arts.

There will be directed observation and participation in the Children's School, which has a twenty-four-hour program planned for two-to-ten-year-old children whose parents or relatives are enrolled in the Institute; discussions and data of the Guidance Workshop affiliated with the Institute program; experiences in seminar, lecture, and discussion methods and committee and individual work on special problems.

Academic credit is arranged for teachers and graduate students through educational institutions in which they are matriculated.

For complete information write to the Institute of Euthenics, Vassar College, Poughkeepsie, New York.

American Home Economics Association

The American Home Economics Association will hold its thirty-fourth annual meeting at the Stevens Hotel in Chicago from June 22 to 26.

Miss Harriet Elliott, consumer commissioner of the National Defense Advisory Commission, will be the speaker at the first general meeting to be held on Monday evening, June 23. At the other general meeting, which will be at the University of Chicago, the principal speaker will be Clifton Maxwell Utley, writer and broadcaster on international affairs and director of the Chicago Council on Foreign Relations. The annual banquet is scheduled for Wednesday evening, the 25th.

Registration will begin on Sunday, June 22, at the Stevens. Further information may be obtained from Association headquarters, 620 Mills Building, Washington, D. C.

Young People's Concerts

This coming fall, musically-minded boys and girls in New York City will join with their elders in celebrating the 100th anniversary of the New York Philharmonic-Symphony Orchestra, the oldest in the United States. Rudolph Ganz, the conductor, has abandoned the time-honored pattern of Young People's Concerts for the anniversary series, which opens November 1 at Carnegie Hall. Instead of illustrating a single theme throughout the series, such as the growth of a musical form or the function of the instruments in the orchestra, each concert program will be complete in itself. For example, the first concert on November 1 will trace the history and growth of a symphony orchestra in visual fashion; the second, on December 13, will be a Christmas Festival, with a vested choir and all the appropriate pageantry.

A supplementary series in Town Hall on December 13, January 19, and February 23 will deal respectively with "Fairyland," as revealed in music, "Nature in Music," and "The Animal Kingdom in Music." A composition contest for composers between eight and eighteen has been announced as a feature of the anniversary year. Details about the contest and subscriptions for the concerts are obtainable from the office of the New York Philharmonic-Symphony Society, 113 West 57th Street, New York City.

June Play Groups

During the month of June, 1941, there will be a Nursery and a Kindergarten group conducted at Lincoln School for children from three to five and one-half years of age. The school will be in session daily, Monday through Friday, from 8:30 A.M. to 3:00 P.M. The tuition of $20.00 per child for the four-week session will cover all expenses, including the cost of food. The enrollment for the children will be flexible enough to adjust to the special needs of the family.

The school will be developed in association with a Teachers College course in Nursery School and Kindergarten education. For details regarding entrance requirements and enrollment for the June Groups, apply to Dr. Ernest G. Osborne, Teachers College, Columbia University, 525 West 120th Street, New York, N. Y.

Summer Courses in Social Work

The New York School of Social Work, now affiliated with Columbia University, announces several two-week institutes open to all experienced social workers, to be held at its headquarters at 122 East 22nd Street, New York. Each institute will meet five days a week for two hours in the morning and for two hours one afternoon a week. Some of the topics to be studied are "Psychiatry in Social Case Work," "New Trends in Child Placing," and "Administrative Supervision in State Programs of Child Welfare."

There will also be advanced courses for graduates of schools of social work who have had professional experience in the area of the content of the course. These will be part of the Summer Quarter Program, which is one of the regular quarters of the year, and is an integral part of the program for the degree.

For complete information apply to the New York School of Social Work, Columbia University, 122 East 22nd Street, New York.

Motion Pictures in the School

The increasingly important rôle of educational films in schools through the country has led the American Council on Education to establish a Motion Picture Project to study and to reappraise this trend. The resulting reports have led to the publication of a series of pamphlets on "Motion Pictures in Education." These have been designed primarily to be helpful to teachers and school administrators in making available practical, objective reports on such topics as the selection, use, and evaluation of motion pictures, on methods of projecting, on the technique of making films in the school, on integrating school and community interests.

The pamphlets may be ordered singly or in the entire series from the American Council on Education, 744 Jackson Place, Washington, D. C.

The Open Road

Again this summer, teachers, students, social workers and others are being offered a chance to see what life is like in some of the most interesting parts of America. A series of field studies is being arranged by The Open Road, a non-profit organization which has as its object the promotion of international and inter-regional understanding. Each field trip is sponsored by an educational institution. Groups are small, and academic credit is available to those who want it. The following courses, which generally run five to six weeks, are offered this summer:

Southern Conditions, sponsored by Teachers College, Columbia University. An intensive study of a southern county which is partly industrial, partly agricultural.

Minority Cultures of Colorado and New Mexico, sponsored by the University of Denver. A study of values and customs of groups which have conserved their identity, and of their relations to the dominant American culture.

Life Problems of the Great Plains and the Rocky Mountains, sponsored by Colorado State College of Education. A study of five small communities: a cattle- and sheep-ranching area; an irrigated farming area; a Dust Bowl village; a coal-mining town; a historic gold-mining camp.

Planned Regional Development as Exemplified by the TVA, sponsored by the University of Tennessee

(*Continued on page 128*)

PIONEER YOUTH CAMP
Rifton, N. Y. — 18th Summer
WALTER LUDWIG, *Director* — Progressive Camping
*Boys, Girls, 6-15 years. Small age groups. All sports. Folk dancing, dramatics, painting, woodworking. Creative use historic Hudson Valley region.
Non-sectarian. Non-profit-making. Full season $150.00. *Shorter periods. Few scholarship rates.*
Inquire
MRS. FRIMA FRUMES, *Registrar, Pioneer Youth of America, Inc.*
219 W. 29th Street, New York City — PE 6-3054
* WORK CAMP, for high school boys, girls, 15 through 17 years. SPECIAL RATES.

RIVERWOOD Highland, N. Y.
(FORMERLY CAMP JACK AND JILL)
For Boys and Girls — From 3 to 10
A unique camp, in the wooded country on the Hudson. Here the children plan their activities and live cooperatively under the guidance of a trained staff.
$275 for the season
ETHEL L. ELKIND, 175 W. 93rd Street, New York City — RIv 9-2481

SANDY BEACH CAMP Stone Harbor, Cape May County, New Jersey
Enrollment limited to 24, two age groups, coeducational for 3 to 7 year olds. Expert staff qualified to present educationally sound program for young children. Healthy seashore location.
DIR. MARGARET EWELL McCURDY
408 South 22d Street, Philadelphia, Pa.

CAMP WONDERLAND • 16th Season
Mt. Tromper, Ulster County, New York
In the Catskills—110 miles from New York City
Boys and girls—2 to 12 years old. All camp activities, including horseback riding. Quota of 50 children. All-inclusive tuition of $275, July and August. Camp season June 1st to September 15th.
For further information address: Jean MacArthur, Fifth Avenue Hotel, 24 Fifth Ave., New York City

CAMP WA-QUA-SET
North Coventry, Conn.
150 Farm Camp for Boys and Girls. Ages, 3-14, 4 hours from N. Y. C., on Bolton Ridge Mountain, has developed over period of years to yield an atmosphere of happy, healthful living, with all sports, including riding, staffed with skilled, friendly counsellors. MRS. SELMA B. CROSBY, R.N., Director, 497 Fourth St., Brooklyn, N. Y.

WOODCLIFF (Camp Sachère) Sawkill, Kingston, N. Y.
A Progressive Camp for Boys and Girls 4 to 15 years of age. Enriched flexible program of creative activities. Complete Athletic Facilities. Qualified counselors. Individual attention. Limited enrollment. Rate $225.
Anna G. Sachère, 1556 52d St., Brooklyn, N. Y. WIndsor 5-1899
Lee Krinsky, 1440 Ocean Pkwy., Brooklyn, N. Y. ESplanade 5-4275
(Members American Camping Association)

CAMP NIANTIC Ottsville, Bucks Co., Pa.
A Summer Camp for Young Children, 2-12 Years in lovely Pennsylvania farm country
Group limited to twenty children
Director: MARGARET MORRISON — Ottsville, Pa.
N. Y. Telephone: CHelsea 3-0586

NEWS AND NOTES

(*Continued from page 127*)

and Northwestern University, with the cooperation of the TVA. A study of the tremendous TVA development and its effect on the lives of the Valley people in town and on the land.

Community Relations in Connecticut and Pennsylvania, sponsored by the Connecticut State Summer Session. A contrasting study of life in a Pennsylvania coal town and a Connecticut manufacturing center.

Information about fees and other details of these field courses may be obtained from The Open Road, 8 West 40th Street, New York, N. Y.

Child Guidance Celebration

The decennial celebration of the Bureau of Child Guidance, Board of Education, New York City, has been set for October 18, 1941, at the Waldorf-Astoria Hotel. There will be a morning of panel discussions followed by a luncheon. The panel on the General Field of Guidance will be led by Dr. Frank J. O'Brien, former Director of the Bureau and recently appointed Associate Superintendent of Schools. Dr. Eugene C. Ciccarelli, Psychiatrist, together with Dr. Morris Krugman, Chief Psychologist, and other leaders, will conduct a symposium on Learning Difficulties. Miss Shirley Leonard, Chief Psychiatric Social Worker, will lead a panel on the Adolescent; Dr. Emanuel Klein, on the Problem Child; Samuel Goldberg, on the Exceptional Child, and Dr. Max Winsor, on the Young Delinquent.

Summer Educational Conferences

The Department of Supervisors and Directors of Instruction of the National Education Association of the United States will conduct summer conferences throughout the United States to discuss the pressing problems now facing our schools.

The conferences will be held as follows:

How to Develop Wholesome Personality Through the School Program, Teachers College, Columbia University, New York City, July 7-19.

The Pupil, the Community, and the Curriculum, University of Denver, Colorado, July 7-18.

Life in the Rural Community, University of North Carolina, Chapel Hill, June 12-July 19.

Democratic Guidance of Teachers in the Modern School, University of California at Los Angeles, California, July 14-25.

KINDERHOOK FARM CAMP AND SCHOOL
Near Chatham, N. Y., 3 hours from N. Y. C. Boys and girls, 4-16. Swimming, riding, all sports. Creative activities, crafts, dramatics, gardening, farming. No regimentation. Also winter school for young children. Individual attention.
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New York City Telephone: LEx. 2-2300

MEADOW LARK CAMP
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Spontaneous family living. Small carefully selected group. Intelligent sympathetic supervision. Usual camp activities with an adapted junior work-camp program. Children from 5 to 14.
Director, Hedwig B. Lefarth, M.A.
Eric H. Craven, M.A.
267½ W. 11th St., N. Y. C. CH 3-4257

CAMP VEGA
Maine

CAMP WOODLAND • **Phoenicia, New York**
A progressive camp stressing community relationships
NORMAN STUDER, *Educational Director*
40-07 48th Street • Long Island City, N. Y.

INFIELD ACRES • Blue Mountain, Saugerties, N. Y.
For a limited group of boys and girls, 4 to 12. Gardening, pets, swimming. Enriched camp activities. Relaxed atmosphere. Expert staff.
Inquire: **BENTLEY SCHOOL**
48 West 86th Street, N. Y. City
Tel.: TRafalgar 4-1661 or ACademy 2-5268

HILL AND HOLLOW FARM
A place in the country for young children to live, play, and learn. Ponies, pets, farming, music, crafts, activities appropriate to each season. Friendly, affectionate care by trained, year 'round staff. Ample space. Modern facilities and equipment. Reserved and paced for normal children under eight.
Mr. and Mrs. Paul Garrigue, Hyde Park, N. Y.

CAMP WOODWIND Peekskill New York
A family camp for adults, specializing in recreational music. Private lake. Tennis. Excellent food. Moderate rates. Accepts
YOUNG PEOPLE OF HIGH SCHOOL AGE OR OVER
Apply at 9 West 82d Street, New York City. SU 7-4292
STUDIOS OF MUSIC EDUCATION

DEER LAKE CAMP
Madison, Conn.
A small vacation camp where boys can be themselves
Accommodates 50 boys, 7-15 yrs. Fee, $300
Directors: Ralph C. Hill
Elizabeth Goldsmith Hill
Madison Connecticut